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ABSTRACT

ExceL grants are a local funding initiative of the Austin Independent School District (Texas) designed to improve student achievement at the elementary level. Schools submit proposals for the 4-year grants, and the amount of the grant is determined based on the number of students not meeting minimum expectations on the Texas Assessment of Academic Skills (TAAS). At the end of the first year of grants, each school was asked to respond to open-ended questions about its ExceL program. This evaluation reports on gains in mathematics and reading, with writing improvement reported for some schools. Of the 66 campuses receiving ExceL funds from 1995-96 to 1996-97, 53 (80%) reported overall improvement in mathematics of one TAAS percentage point or more and 54 (82%) reported overall improvement in reading. Improvements were also reported by ethnic group and for low-income students. A number of campuses far exceeded the ExceL goal of improvement by 7 TAAS percentage points. Results are summarized for the 20 campuses making the greatest improvements. Project reports and TAAS results are also reported for the individual campuses. An appendix gives TAAS pass rates by subject area, grade level, and student group. (Contains 68 tables.) (SLD)

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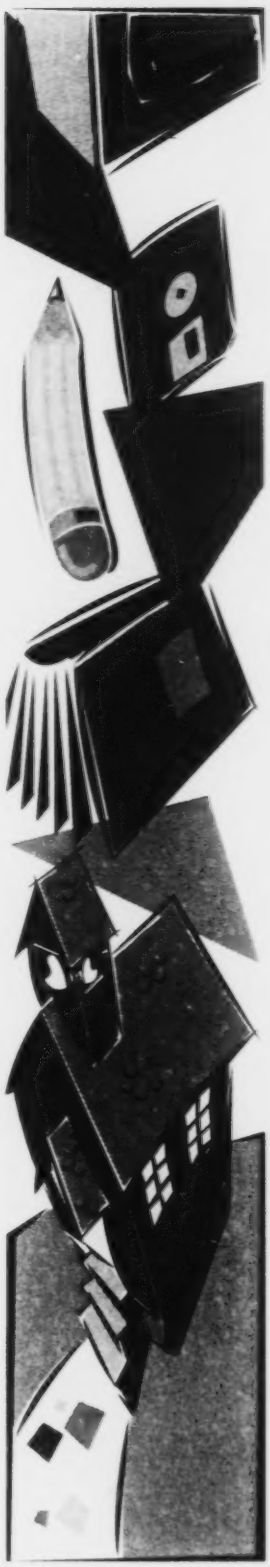

ExceL Grant
Evaluation Report
Year I
1996-97

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September 1997

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PREFACE

Background

The ExceL grants are a local funding initiative designed to improve student achievement at the elementary level. Proposals at each campus were created in the spring of 1996 with staff, parent, and community participation. Proposals were submitted and reviewed by teams of AISD curriculum personnel and community representatives in the summer of 1996. As proposals were approved, funding was made available in late September. ExceL is a four year project, and award amounts are the same each year (with the exception of year one when an additional allotment for "capital outlay" was included). ExceL award amounts were based on the number of students not meeting minimum expectations on TAAS at each campus in the spring of 1995. In addition to the basic award amounts, each campus is given six days of staff development per year for each professional staff member.

Program Evaluation

As part of its original proposal, each campus wrote an "Evaluation Plan." At the end of the first year, in addition to addressing this "Evaluation Plan," each campus was asked to respond to six open-ended questions regarding the school's ExceL goals and objectives, major accomplishments, and staff development. The evaluation form and the questions lent themselves to a variety of kinds of responses including varying levels of detail. The current evaluation report is based on what each campus reported and on its TAAS scores.

Campuses were chosen to receive ExceL monies based on student achievement on TAAS Math and Reading. Therefore, the current evaluation focuses on percentage point gains in the subject areas of math and reading. However, some schools also included writing goals as part of their ExceL projects. For these schools only, writing scores are also presented.

The evaluation of the ExceL program for the 1997-98 school will depart from this format in several ways. For the 1997-98 evaluation of the ExceL program, schools will again be asked to report their goals and objectives, but they will be asked to do so in a specific and standardized manner. This will allow for a more consistent and organized program evaluation. In addition, data collection will be more extensive and will take place throughout the school year. Finally, an Evaluator has been hired to perform the evaluation of the ExceL program for the 1997-98 school year. The evaluator will begin by meeting with each of the ExceL school principals to explain the data collection schedule and to instruct the principals on the specific ways that the data should be reported. The 1997-98 evaluation will focus on several key questions:

- Were schools' ExceL goals aligned with the district goals?
- Were the schools' ExceL goals aligned with their own Campus Improvement Plans?
- Did each school achieve its own goals?
- How was ExceL money spent at each campus?
- How did each campus utilize professional development days?
- Was professional development aligned with schools' ExceL goals?

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Summary of 1996-97 TAAS Gains for ExceL Campuses

The percentages of ExceL campuses that made gains in percentage of students passing TAAS of one percentage point or more from 1995-96 to 1996-97 are included in Table 1. The results are presented by subject and student group. As shown in Table 1, a large majority of campuses made gains in the percentage of students passing TAAS math and reading tests.

Table 1: Number of ExceL Campuses Making TAAS Gains of One Percentage Point or More from 1995-96 to 1996-97, by Subject Area and Student Group

Subject Area	All Students	African American	Hispanic	White/ Other	Low-Income
Math	53 (80%)	44 (67%)	55 (83%)	43 (65%)	53 (80%)
Reading	54 (82%)	35 (53%)	49 (74%)	39 (59%)	48 (73%)

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes

N = 66, the number of elementary campuses that received ExceL grants in 1996-97.

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A majority of ExceL campuses made gains of at least one percentage point in percentage of students passing TAAS from 1995-96 to 1996-97, as shown in Table 1. In addition, a number of campuses far exceeded the district goal of making TAAS gains of seven percentage points or more from 1995-96 to 1996-97. In Table 2, the twenty ExceL campuses that achieved the largest TAAS gains are presented by subject. It is interesting to note that several schools, e.g., Blackshear, made sizable gains in both math and reading.

Table 2: Twenty ExceL Campuses with the Greatest Gains in TAAS Pass Rates from 1995-96 to 1996-97, by Subject

Math		Reading	
Campus	Percentage Points Gained	Campus	Percentage Points Gained
Blanton	+33	Blanton	+25
Becker	+29	Becker	+22
St. Elmo	+19	Blackshear	+17
Sunset Valley	+15	Wooten	+12
Williams	+15	Brooke	+11
Blackshear	+14	Allison	+10
Linder	+14	Metz	+10
Govalle	+13	Widen	+9
Jordan	+13	Sims	+9
Andrews	+12	Galindo	+8
Widen	+12	Mathews	+8
Kocurek	+11	Ridgetop	+8
Rice	+11	Sanchez	+8
Walnut Creek	+11	Boone	+7
Allison	+10	Dawson	+7
Wooten	+10	Jordan	+7
Allan	+9	Oak Hill	+7
Brooke	+9	Pillow	+7
Brown	+9	Pecan Springs	+6
Graham	+9	Sunset Valley	+6

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes

ExceL Project Descriptions and TAAS Results for Individual Campuses

Allan Elementary

Allan Elementary focused on improving math and Reading TAAS scores with its ExceL Project, "Building Blocks to Student Learning." As part of this project, the Accelerated Reader Program was purchased. Teachers were trained in the use of the program, and the program was implemented. Teachers also received training in developmental reading strategies from Southwest Texas State University professors. In addition, teachers frequently used their staff development days to acquire their AISD C/T certifications or to participate in a variety of training opportunities including PALM training, Project Read training, and Holistic Writing training. Parents were trained in early literacy development strategies through sessions sponsored by KLRU: Family Reading Project (Workshops). Intersession parent meetings on TAAS strategies were also held throughout the year.

Overall, Allan Elementary achieved its goal of raising TAAS scores in math and reading with two exceptions: fourth grade math and fifth grade reading. Exceptional gains were made in third grade math where pass rates climbed from 53% in 1995-96 to 79% in 1996-97. Although math and reading scores of African American students increased across all grades, math scores of Hispanic fourth graders decreased, as did reading scores of Hispanic third and fifth graders. (See Table 3 in Appendix A.)

Allison Elementary

In order to address the need to raise TAAS Reading and Math scores, the following programs were developed and implemented as part of the ExceL Project at Allison Elementary: Spalding Phonics (grades one through five), Electronic Bookshelf System, home-school communication, Early Bird Reading Program (6:45-7:35 a.m. daily for all students), and programs specifically targeting students who did not pass TAAS (Dragon Boosters tutoring and Read at Home Program). Major accomplishments this year included raising TAAS scores: 51% of all students passed all sections of TAAS (except for one sub-group with 45.5% passing math). In addition, there was an increase in parent participation: 25% of parents of students not passing TAAS attended TAAS training, and 85-90% of parents attended parent conferences. Staff development included training in Spalding Phonics, TAAS Reading, and TAAS Math.

Overall, scores of students at Allison Elementary increased in reading, and math. However, while scores of Hispanic and White/Other students increased in all content areas (with the exception of Hispanic third grade reading, which declined one percentage point), scores of African American students declined in third and fifth grade reading, 33 and 21 percentage points, respectively, and in third, fourth, and fifth grade math, 22, 17, and 9 percentage points, respectively. (See Table 4 in Appendix A.)

Andrews Elementary

Math was the primary focus of Andrews Elementary's ExceL Project, "Andrews Achievement in Math." Goals included improving math scores and developing a more community-based math curriculum. Teachers attended a variety of math-oriented trainings including Making Math Memorable, Marilyn Burns' math workshop, the National NCTM Conference, and math workshops presented by Ron Gonzales. In addition, a book on math instruction by Marilyn Burns was purchased for each teacher, and math manipulatives were purchased for the math lab. Each grade level took a field trip that emphasized real-life application of math. Family Math Night was held in the fall semester. A nine-week assessment program was instituted at second through fifth grade levels using the Kamico materials. A math teaching assistant was hired. Finally, thematic, hands-on units were developed and used in the lab, and every class from first though fifth grade attended the math lab each week.

Math scores of fourth and fifth graders at Andrews Elementary increased 15 and 24 percentage points, respectively. However, math scores of third graders decreased three percentage points. Among the third graders, African American scores actually increased, although Hispanic and White/Other scores declined. Reading scores declined as well for third graders, but increased for fourth and fifth graders. Among the fifth graders, however, scores of Hispanic students declined 26 percentage points. (See Table 5 in Appendix A.)

Barrington Elementary

"Science Links," the ExceL Project at Barrington Elementary, was designed to improve student achievement in reading, writing and math. A science lab instructor was hired to organize and facilitate the science experiments, to instruct and train using the scientific method, and to oversee the science lab and all activities associated with the integration of these curriculums. The program purchased Science Links Kits for PK-5 grades including, FOSS, STC, GEMS, and/or AIMS. All teachers were trained in the use and implementation of the Science Kits, and parents were oriented to the integration of science into the core curriculum.

Math scores declined for third graders in every ethnic and income group an average of seven percentage points. However, math scores increased for fourth and fifth graders in every ethnic and income group, with the exception of fifth grade White/Other students, whose scores decreased seven percentage points. All sixth graders (100%) passed the Math TAAS. Third, fourth, and fifth grade reading scores increased slightly. Exceptional gains were made by African American third, fourth, and fifth graders, whose reading scores rose 11, 15, and 22, percentage points, respectively. Sixth grade reading scores also surpassed the district goal of a 90% pass rate, although reading scores of sixth grade African American students declined 30 percentage points. Finally, fourth grade writing scores declined in all groups except White/Other. (See Table 6 in Appendix A.)

Barton Hills

The Barton Hills STAR program has been an effort to help students improve their math skills and to help them learn problem-solving skills in a way that can be extended to real world situations and learning experiences. The program emphasized targeted assistance, volunteer tutors and upgrading the math curriculum. Students were provided with opportunities for growth and development of problem-solving skills through the use of integrated curriculum involving a school-wide theme of social responsibility. The program included the following: summer Math TAAS camp for targeted students, development of math lab where teachers and parent volunteers provide small group assistance to students, purchase of and teacher training in Mathland for K-2, purchase of and teacher training in Michael Eaton for grades one through six, extensive teacher training in developing integrated curriculum and teaching to multiple intelligences, and a classroom community service project, culminating in a school-wide event celebrating Earth Day.

Overall, Barton Hills Elementary achieved the district goal of having TAAS Pass Rates exceed 90% with one exception: third grade math. Third grade math scores decreased from 90% in 1995-96 to 80% in 1996-97. When broken down by ethnicity, however, several groups of students did not achieve the 90% pass rate. African American fifth graders did not pass the TAAS math test. In addition, Hispanic students in third, fifth, and sixth grades and White/Other students in third grade showed declines in math scores and did not meet the district goal of a 90% pass rate. While reading scores of Hispanic third graders increased 10 percentage points, the group still did not meet the district goal of a 90% pass rate. (See Table 7 in Appendix A.)

Becker

The ExceL Project at Becker Elementary included a hands-on science center using animal care and upkeep to incorporate math concepts into the "hands-on/ minds-on" science/math lab. A student care system for animals and an animal check-out system were

developed, and students were trained to conduct classes on animal care. It was hoped that parent and community support would be developed via the lab. However, parent/community involvement through the math/science center was disappointingly limited. Staff development focused on integrated curriculum.

Becker Elementary met the district goal of having math scores increase at least seven percentage points. Math scores increased, overall, for students in third (+37), fourth (+7), and fifth (+39) grades. Only Hispanic fourth graders failed to meet this goal (+0). Students at Becker Elementary exceeded this district goal for Reading as well. Scores increased, overall, for students in third (+21), fourth (+18), and fifth (27) grades. Reading scores increased for students in every ethnic and income group. (See Table 8 in Appendix A.)

Blackshear

The goal of the ExceL Program, "'M&Ms' Math and Mentors," was to increase math and reading scores so that 90% of the students in grades three through six would pass the math and reading portions of the TAAS. Funding received through the ExceL grant allowed Blackshear Elementary School to buy instructional materials for math and reading, such as manipulatives, KAMICO assessments, bilingual materials, library books, and TAAS Coach. In addition, ExceL funds provided for professional staff development opportunities focusing on math and reading. Finally, as part of the ExceL Program, a parent training specialist coordinated 34 Parent/Community meetings designed to address a variety of social and academic challenges as well as to enhance parental involvement in school activities.

Although Blackshear did not achieve its goal of having 90% of third through sixth graders passing the math and reading portions of the TAAS, overall, math and reading scores did increase. On the math test, scores increased for third (+23), fourth (+33), and fifth (+7) graders, overall, although scores decreased (-4) for sixth graders, overall. On the reading test, scores increased for students in all grades in all ethnic and income groups, except for Hispanic sixth graders (-22). (See Table 9 in Appendix A.)

Blanton

The ExceL Project, "Every Student, Every Day, Every Classroom-High Expectations!" focused on staff development, the acquisition of materials to enhance instruction, increasing parental involvement, and increasing the emphasis on the importance of TAAS. The primary goal of the program was to achieve TAAS benchmarks (Reading: African American 50%, Hispanic 54%, White/Other 82%, Low Income 50%, Math: African American 42%, Hispanic 50%, White/Other 82%, Low Income 42%, Writing: African American 62%, Hispanic 72%, White/Other 90%, Low Income 66%) that will ultimately lead to 90% of students in grades 3-5 passing all portions of TAAS by the year 2000. An additional goal of the program was to increase parental participation in school activities to 50% by the year 2000.

Blanton Elementary achieved its TAAS benchmarks in reading, with the exception of third grade Hispanic and third grade White/Other students. Third grade Hispanic students missed the reading benchmark by 10 percentage points, while third grade White/Other students missed the benchmark by 2 percentage points. The benchmarks for math were achieved by students in all grades, ethnic groups, and economic groups except for third and fourth grade White/Other students, who missed the benchmarks by 2 and 32 percentage points, respectively. The benchmarks for the TAAS writing test were achieved by African American and Low Income students; however, Hispanic and White/Other students missed the benchmarks by 7 and 23 percentage points, respectively. No benchmarks were set for parent participation, although Blanton Elementary reported that participation in community nights ranged from 300-600 people and that volunteer participation in the classrooms was 24%. (See Table 10 in Appendix A.)

Boone

The ExceL Project, "Boone Bear Publishing Company and Bear Library Corner" was selected for display at the first annual ExceL Showcase for AISD. Sixteen classroom teachers were trained in the Literacy Model to improve reading and writing with problem-solving strategies and to assist with mathematical concepts and computation. The goal of the project was to increase math, reading, and writing scores on the TAAS.

Overall, math scores increased for fourth (+11) and fifth (+3) graders, but declined for third (-4) graders. African American third graders showed the largest decline (-26) among third graders. In addition, while math scores increased for Hispanic (+24) and White/Other (+3) fourth graders, math scores declined for African American fourth graders (-15). Math scores increased for African American (+9) and White/Other (+9) fifth graders, but decreased (-7) for Hispanic fifth graders. Overall, reading scores increased for third (+6), fourth (+1), and fifth (+12) graders. However, reading scores declined for fourth grade African American (-12), fourth grade White/Other (-2), and fourth grade Low Income (-1) students. Overall, writing scores decreased one percentage point. Writing scores decreased (-39) for African American students and decreased (-5) for Low Income students, but remained stable (+0) for Hispanic students and increased (+1) for White/Other students. (See Table 11 in Appendix A.)

Brentwood

The goal of the ExceL Program, "Numeros en las Noches (Numbers in the Night)," was to ensure that Hispanic and economically disadvantaged subgroups reached math proficiency appropriate for their grade level. The Brentwood staff participated in sessions that were designed to help increase math awareness and to introduce new ways to stimulate student interest in math. The sessions were conducted after the teachers' work day and included the following: The Brentwood Plan for Alignment; Fraction Bars and Base Ten Blocks, and Blue Prints for Problem Solving by Laurie Mathis; Calculators by Carmen Barrera and Anna Caballero; Shirley Crook Videos; TAAS Shortcuts and Teaching Tips by Valerie Balbraith and Regina Lopez; and the Hands on Equations and Introduction to Investigations Math Program by Janis Bradley. Teachers used KAMICO materials to improve math performance and practice TAAS skills. Production and compilation of KAMICO materials were completed in the summer by a limited number of parents. The project emphasized parental involvement and the concept that parents are the key to a child's success in school.

Overall, math scores increased for students at Brentwood Elementary. However, math scores of African American, Hispanic, and Low Income students declined, especially in the third and fourth grades. Reading scores of all students in the third grade declined, but fourth and fifth grades reading scores increased, except for scores of Hispanic students in the fifth grade (-5). (See Table 12 in Appendix A.)

Brooke

The Home, School, and Community Partnership (HSC), formed through participation in this ExceL grant, focused on coordinating all HSC resources to support children's reading, writing, and math development and, in turn, to raise TAAS scores, as outlined in Brooke's Campus Improvement Plan. The HSC partnership is comprised of representatives from home (parents and other family members), school (teachers, school administrators, support staff, and other educators), and community (health and human services providers, business representatives, and other community members). By providing incoming parents with a vision for the importance of their roles as children's first and most powerful teachers, and by giving the parents the training and tools they need in order to effectively support and scaffold reading, writing, and math development in the home, the HSC works collaboratively toward the goal of educating successful, life-long learners, school graduates, and responsible and employable citizens.

Reading scores of fifth graders increased 35 percentage points; however, reading scores for third and fourth graders declined 17 and 1 percentage points, respectively. Math scores of fourth and fifth graders increased 5 and 22 percentage points, respectively, but math scores of third graders declined 8 percentage points. Because 97% of students at Brooke Elementary are Hispanic (there are three White/Other students and no African American students), differences in TAAS pass rates among ethnic groups will not be discussed. (See Table 13 in Appendix A.)

Brown

The ExceL Project at Brown Elementary, "Child Centered Classroom," piloted in the third grade this year, focused on curriculum alignment, student empowerment, and increased parental involvement. Through school-wide thematic units, the grade levels worked together to align the curriculum. Students were empowered with the introduction of the child centered classroom which was piloted in third grade. Students were active in planning and implementing the two theme fairs. Parents became more involved as they attended workshops given by teachers at each grade level and monthly workshops on positive parenting and ways to work with children to encourage academic and social success.

Third grade math scores increased significantly across all ethnic and income groups. Fourth and fifth grade math scores, however, declined or failed to increase across all ethnic and income groups. Similarly, third grade reading scores increased dramatically across all ethnic and income groups, while fourth and fifth grade math scores declined or increased only very slightly across all groups. (See Table 14 in Appendix A.)

Bryker Woods

The goal of "Technology Integration/TAAS Preparation Classes" is to increase students' academic achievement as measured by TAAS. As part of the program this year, a computer lab assistant was hired. In addition, teachers attended staff development including Project Read; Gifted/Talented; Investigations in Number, Data, and Space; Connected Math Project; Mathematics Pentathlon; etc.

While math scores of fourth and fifth grade students increased this year across all groups, scores of third and sixth grade students declined 13 and 4 percentage points, respectively. A similar pattern can be seen among reading scores; fourth and fifth grade scores increased or remained stable, while third and sixth grade scores declined slightly. (See Table 15 in Appendix A.)

Campbell

"Reaching Success through Community Innovation" was designed to provide a strong hands-on approach to learning for students, as well as exposure to current computer technology to help prepare students for the future. The program included teacher training to become certified in a phonetically based reading and writing program (Project READ), an after-school reading program for students who are not passing the weekly TAAS reading test, computer technology and current software integrated to support the reading program, and a problem-solving lab for math called Kid City Lab. Goals for the program included the following: to raise TAAS reading scores to 56.1% in the first year, and to raise TAAS math scores to 51.6% within the first year.

Campbell Elementary achieved its goal of attaining TAAS reading pass rates of 56.1% in all groups and across all grades, with the exception of low income fifth graders (53%). The goal of achieving TAAS math pass rates of 51.6% was fully met among all groups of students and across all grades. (See Table 16 in Appendix A.)

Casis

The goal of "Math/Science Integration" is to meet the needs of the brightest students as well as those struggling to pass the TAAS test. A Science Resource Room was established and materials for performance tasks were collected and boxed for teacher use. Parent volunteers worked in the resource room one hour per day to keep it organized and stocked. A parent resource data base was created. Second grade students identified as "at risk" in math received math tutorials each Tuesday. Teachers were trained in 4MAT lesson design, Brain Based Learning, Multiple Intelligences, Integrating Technology and Math Investigations. Project goals included having no more than twenty students who will fail the Math TAAS test.

Casis achieved its goal of having no more than twenty students fail the TAAS math test; a total of 12 third, fourth and fifth graders failed the test. Math scores at Casis increased across all grades, ethnic groups, and income groups. In addition, reading scores increased for all groups with the exceptions of third grade White/Other (-2) and third grade low income (-7). (See Table 17 in Appendix A.)

Cook

"Read Well to ExceL" provided the expansion of the Grade one Reading Recovery program and introduced the Accelerated Reader Program to grades two through five. With the additional part-time Reading Recovery unit, 16 first grade students were able to be provided assistance. The Accelerated Reader program did not begin until February. In just three months, approximately 540 students were motivated to read and successfully take a computer-generated test on an average of six books apiece. All of the grade 2-5 classes participated and have documented progress. All Pre-K and Kinder teachers attended the Project Read Readiness training. Most teachers of Pre-K through second grade students attended PALM training. The grade 3-5 teachers and specialists attended TAAS workshops or literacy-focused conferences. A goal of this program is that students in grades 3-5 will demonstrate overall improved performance on the reading section of the TAAS.

Overall, Cook Elementary achieved its goal of having students demonstrate improved performance on the reading portion of the TAAS. However, scores of third grade African American and White/Other students actually declined, as did scores of fourth grade Hispanic and White/Other students and fifth grade African American students. Overall, third and fifth grade math scores improved, but fourth grade math scores declined across all groups with the exception of fourth grade African American students, whose scores rose eight percentage points. (See Table 18 in Appendix A.)

Cunningham

"Cobra News and Cobra Cash" was designed to improve TAAS scores of students. Reading, writing and editing skills were the focus of Cobra News. Positive behavior, math, and money management skills were the focus of the Cobra Cash system. Two issues of the newspaper were published this year, and almost 100% of the school population participated in the Cobra Cash system. Teachers were asked to select their own staff development training that fit the goals and objectives of the ExceL Grant. A major goal of this project is that by the year 2000, all students in grades three through five will pass all sections of the TAAS test with no statistically significant difference between the performance of ethnic, gender, or socioeconomic groups.

Math scores of fourth and fifth graders increased across all ethnic and income groups. Math scores of White/Other third graders increased as well, although math scores of African American, Hispanic, and Low Income third graders declined. Reading scores of fourth and fifth graders increased overall although scores of African American fifth graders decreased 29 percentage points. Math scores of third graders decreased 17 percentage points overall across all ethnic and income groups. Writing scores decreased six percentage points overall across all ethnic groups. (See Table 19 in Appendix A.)

Davis

"Go Achieve the Extreme (GATE)" is the ExceL Program at Davis Elementary. This program was designed to provide a target population of non-performing students with a variety of high impact strategies including Accelerated Reader (ACR), Marine Activities Resource Education (MARE), Math Pentathlon, and a school-wide problem-solving model. This year, Davis Elementary hosted the first Math Pentathlon tournament in Texas, held monthly ACR parties to reward students who achieved grade level goals for points earned, and had a part-time GATE assistant who worked with identified third and fourth grade students three times a week to increase confidence and performance. The MARE curriculum was implemented, and culminated in "Ocean Week," which involved students, teachers, parents, and community along with media coverage. The Parent Volunteer component focused on Junior Great Books and Future Scientists and Engineers of America (FSEA) programs. A primary objective of the project was that the percent of students passing all sections of TAAS would increase 2-3% and that students mastering all section of TAAS would increase 5-6%.

Overall, math scores increased at Davis Elementary. However, scores of fifth grade African American students and third grade Hispanic students declined 3 and 12 percentage points, respectively. In addition, scores of fifth grade Low Income students declined 13 percentage points. Overall, reading scores improved. However, reading scores of fifth grade African American students and reading scores of third and fifth grade Hispanic students declined 3, 25, and 13 percentage points, respectively. In addition, reading scores of third and fifth grade Low Income students declined 29 and 25 percentage points, respectively. Writing scores improved for students in all ethnic and income groups, with the exception of scores of White/Other students, which declined three percentage points. (See Table 20 in Appendix A.)

Dawson

Dawson's ExceL program, "Corkie's Club: An initiative of the Dawson Community," focused on literacy through at-home reading, adult involvement in literacy, student sharing, motivation, and recognition. The program design involved circulating a classroom library, maintaining home reading records, incentives for reading, and school-wide literacy events. This year, teachers received Project Read Training, and the program was implemented school-wide. Teachers also attended other workshops including: after-school literacy mini-workshops, High Scope Basic Series, Steven Krashen workshop, Southwest IRA conference, Dancing with Literacy, PALM, and Roger Farr workshop on portfolios. A major goal of the project was to achieve an overall passing rate of 72% on the TAAS reading test.

Third and fourth grade students achieved the goal of 72% passing rate on the TAAS reading test. Although, within the group of fourth graders, African American fourth graders achieved a passing rate of only 50%. Fifth graders, overall, did not achieve the goal, earning a passing rate of only 64%. Math scores of third and fourth graders increased, regardless of ethnic or economic group. However, math scores of fifth graders declined overall by 13 percentage points. (See Table 21 in Appendix A.)

Doss

The "Math Pentathlon Pals Program" involves two components, the Math Pentathlon Pals segment and teacher training. Teachers received training in Math Pentathlon games as well as in the use of problem solving skills through computer use. In addition, the students at Doss received Pentathlon training and explored their new skills in practice sessions with their peers from Brooke Elementary. Students visited one another once a month, alternating visits to each campus. A goal of the project is that students will improve math problem solving skills to 100% mastery by the year 2000.

Doss has achieved the district goal of having over 90% of students pass math and reading sections of the TAAS. However, when broken down, there are several groups at Doss that have failed to achieve this goal. On the math portion of the test, fourth grade African

American, Hispanic and Low Income students achieved pass rates of 50%, 60%, and 67%, respectively. Similarly, on the reading portion, fourth grade African American, Hispanic and Low Income students achieved passing rates of 50%, 80%, and 67%, respectively. (See Table 22 in Appendix A.)

Galindo

"Galindo Students Read" was comprised of three sections: reading motivation, home literacy, and staff development. The reading motivation component consisted of use of Electronic Bookshelf in the school's reading lab. The top twenty readers were rewarded with a reading celebration at Celebration Station. Home literacy will consist of a home-lending library, which is currently under construction. In addition, five parent literacy workshops, sponsored by KLRU, were held this year. These workshops were not a part of the ExceL grant; however, they will serve as a model for the workshops to be presented in the future. Staff development consisted of topics such as PALM, Critical Thinking Skills (3,4,5), Project Read, and Electronic Bookshelf.

Overall, math scores increased slightly for grades three through five at Galindo Elementary. However, when broken down by student group, the math scores of several groups actually declined. Scores of African American fourth and fifth graders declined 23 and 25 percentage points, respectively, while scores of third grade Hispanic students declined 2 percentage points. Scores of White/Other fourth and fifth graders declined 2 and 5 percentage points, respectively, and scores of Low Income fourth graders declined 6 percentage points. Similarly, reading scores increased, overall, for students in grades three through five. However, when broken down by ethnic and income groups, scores of African American fourth and fifth graders declined 32 and 25 percentage points, respectively, and scores of White/Other third and fourth graders declined 4 and 20 percentage points, respectively. (See Table 23 in Appendix A.)

Govalle

The ExceL Project, "Math Masters," was created to improve school-wide achievement in math. The project focused on increasing professional and parental knowledge of national and state standards and instructional strategies, acquisition of updated materials which support national and state standards, and providing additional math services for both the primary and intermediate grades. This year, students in grades one through three received individual and small group math tutoring from paid parents and community members. Students in grades four and five not meeting minimum expectations participated in a total of over 2,000 hours of small group math tutoring. Over 100 library books focusing on math subject matter were added to the permanent collection; many math manipulative items with resource guides were purchased. Staff development included training in Professional Standards for Teaching Mathematics and curriculum and Evaluation Standards for School Mathematics. A goal of the project was that 90% of all students in grades three through five would pass the Math TAAS test.

Govalle Elementary did not achieve its goal of having 90% of students in grades three through five pass the Math TAAS test. However, math scores of students in every grade did increase, with the exception of scores of Hispanic fourth graders, whose scores decreased by eight percentage points. Exceptional gains were made by third and fifth grade students, overall, whose scores increased by 20 and 17 percentage points, respectively. Third grade reading scores increased with the exception of African American third graders, whose scores declined six percentage points. Fourth and fifth grade reading scores declined, overall. (See Table 24 in Appendix A.)

Graham

The ExceL Project, "Balanced Reading and Writing" included in-service training on running records, shared and guided reading, word walls, a phonetic approach using McCracken Spelling, Gentry's Monster List, and Balanced Writing. The program also utilized materials such as Spanish and English books from the Wright Group, library books, Blue Bonnet Jeopardy Books, etc. Staff development included trainings by Sharon Hull, Belia Hahn, and the Wright Group. The trainings covered such topics as Planning Your Lessons & Spelling, Strategies to Teach Reading & Spelling in Primary, Shared and Guided Reading, and The Balanced Writing Program.

Overall, reading scores of third through fifth graders increased. When broken down by student groups, however, scores of African American fifth graders, Hispanic fourth graders and Low Income fifth graders decreased by three, three, and four, percentage points respectively. Writing scores declined five percentage points, overall, although scores of Low Income students increased by one percentage point. Math scores of third and fourth graders increased, overall. Although, math scores for fifth graders decreased overall by four percentage points. Especially noteworthy is the 30 percentage point increase in math scores made by third graders, which is consistent across all student groups. (See Table 25 in Appendix A.)

Gullett

"Process Learning," the ExceL Project at Gullett, focused on teaching all students the processes of problem-solving, scientific inquiry, and effective written communication. This year Math Pentathlon materials were purchased and staff received training in the use of the materials. Staff development also included training in Mathematical Investigations, Early Childhood literacy, Curriculum Alignment training, and the Special Education Inclusion conference. A goal of this project was that 92% of students would pass Math TAAS and that 94% of students would pass Reading TAAS.

Gullet achieved its goal of having 92% of third and fifth graders pass Math TAAS, overall. However, only 78% of fourth graders passed the math test. In addition, when broken down by ethnic and economic groups, only 80% of Hispanic and only 80% of Low Income third graders passed the Math TAAS. Gullet fully achieved it goal of having 94% of students grades three through five pass the Reading TAAS overall. However, only 93% of White/Other fourth graders passed the reading test, just barely missing the goal of 94%. (See Table 26 in Appendix A.)

Harris

The ExceL program , "Restructured Math Program (Investigations)," was written for the purpose of restructuring the math program at Harris Elementary through the implementation of the Investigations curriculum. During the past year, teachers and staff received two days of intensive training in the Investigations math program content and pedagogy. In addition, the Investigations curriculum, as well as resource and manipulative materials, were purchased. Finally, Investigations implementation was monitored through classroom visits and subsequent feedback. Periodic monitoring and analysis of student progress took place at four time points for students in grades three through five.

Math scores of third through fifth graders at Harris Elementary increased, overall. However, when broken down by ethnic group, scores of fourth grade Hispanic students decreased by 13 percentage points. Reading scores of third and fifth grade students declined, overall, by 21 and 6 percentage points, respectively. Reading scores of fourth graders increased 11 percentage points, overall, although reading scores of Hispanic fourth graders decreased 10 percentage points. (See Table 27 in Appendix A.)

Highland Park

The ExceL Project, "A School-wide Approach to Interactive Learning," was designed to provide teachers with grade level-specific instruction and support to work collaboratively on projects beyond the scope of the traditional isolated classroom. Teachers attended after-school and half-day intensive training sessions led by Highland Park's Technology coordinators, Math Liaison, and members of the campus Technology Committee. Participants created collaborative curricular projects based on their interests and classroom needs. In addition to the Teacher Projects, participants accomplished the development and training needed to utilize the campus Intranet. Staff Development also included ExceL Math Training. A goal of the project was that 90% of third through fifth graders would pass the Math TAAS.

Highland Park achieved its goal having 90% of third though fifth graders pass the Math TAAS with one exception: Low income fourth graders (67%). The 90% pass rate goal was also achieved on the Reading TAAS with two exceptions: African American fourth graders (67%) and Hispanic fifth graders (75%). (See Table 28 in Appendix A.)

Hill

The first goal of "Expanding Instruction and Assessment Options" was to help establish a learning laboratory where students could receive preteaching, reteaching, or enrichment in order to increase their percentage of mastery of TAAS objectives. Individual portfolios were created for each student in order to provide expanded assessment methods for evaluating authentic learning experiences and progress toward goals. Parent information sessions were provided to help parents understand campus goals and objectives. Parents were trained to provide assistance to children (their own and others) to maximize learning progress. Staff development included curriculum alignment and yearly planning efforts. Several staff members used ExceL money for substitutes in order to attend staff development offered by the district, or at state and national conferences.

Overall, on the Math TAAS, third and fourth graders achieved the district goal of a 90% pass rate. Within these groups, however, third grade Hispanic and Low Income students achieved 78% and 75% pass rates, respectively, while fourth grade Hispanic and Low Income students achieved 83% and 67% pass rates, respectively. Overall, fifth grade students achieved an 86% pass rate on the Math TAAS. African American fifth graders achieved a 75% pass rate on the math test. Third, fourth, and fifth grade students achieved the district goal of a 90% pass rate, overall, on the Reading TAAS. Although, fourth and fifth grade African American students achieved pass rates of 50% and 75%, respectively, and third grade Hispanic and Low Income students achieved 78% and 75% pass rates, respectively (See Table 29 in Appendix A.)

Houston

The "Parent Resource Program" is the ExceL Project at Houston Elementary. This year, books and materials for the Lending Library were purchased, parent workshops and support groups were offered, and Houston worked with Even Start to offer ESL and GED classes to parents. Staff Development included Capital City Writes and PALM training.

Overall, Math TAAS scores were up 6 percentage points for third graders and down four and five percentage points for fourth and fifth graders, respectively. Interestingly, the opposite was true for African American students: third grade math scores decreased 16 percentage points, but scores of fourth and fifth graders increased 13 and 11 percentage points, respectively. Overall, Reading TAAS scores of third graders increased 3 percentage points, while reading scores of fourth and fifth graders decreased 6 and 14 percentage points, respectively. (See Table 30 in Appendix A.)

Jordan

"ExceL Through Innovation" was designed to improve the academic and social skills of Jordan Elementary School students. Quarterly assessments were devised to give teachers data to target specific skills and objectives with their instructional plans. Workshops were held monthly to involve parents community in the educational programs in the school. Computer utilization in the classrooms was emphasized. A computer lab teacher provided support for teachers in improving their computer skills. Staff development programs included such topics as Mathematics-Developing Measurement, Writing and Reading Connections, Maps and Globes, Math (Problem Solving), Social Studies and Writing, and True Colors.

Math scores of third and fourth grade students improved substantially, regardless of ethnic or economic group. However, math scores of fifth graders declined one percentage point overall, with the largest decline (-49) among Hispanic fifth graders. Reading scores of third and fourth graders improved regardless of economic or ethnic group. However, scores of fifth graders declined 8 percentage points, overall, with the largest decline (-42) among Hispanic fifth graders. (See Table 31 in Appendix A.)

Joslin

The "Joslin Satellite School Program" was created to improve reading and Math TAAS scores for the educationally disadvantaged students at Joslin Elementary. The campus satellite program offers 1 1/2 hour sessions, which are broken into 20 minute modules, and include topics such as spelling, reading, direct teach math, math games, and language games. The sessions were conducted twice a week after school for 11 weeks in the fall and then an additional 11 weeks in the spring. The Satellite program also incorporated a parental component which was held three times a year and was used in promoting children's academic skills. Staff development included TAASERCIZE, Early Childhood Summit, PALM training, Project Read, Math Software, and the Marilyn Burns Workshop, TouchMath, and Calculators in the Classroom, among others.

Overall, third and fourth grade math scores increased, while fifth grade math scores declined 14 percentage points. Similarly, third and fourth grade reading scores increased, while fifth grade reading scores declined 22 percentage points. (See Table 32 in Appendix A.)

Kiker

The Kiker ExceL Project, "Explorations," was designed to improve the achievement of all students with special emphasis on economically disadvantaged Hispanic students. Active hands-on math and science activities were implemented through the purchase of the "Investigations" Math program, math manipulatives, and science materials to support AISD's science curricula. Teacher training was provided for both. Grant funds provided scholarships for economically disadvantaged Hispanic students to attend the Voyager expanded learning after-school program. Parenting support was provided by a parent volunteer. TAAS-related goals included the following: 95% of students will pass the Math TAAS test, 80% of Hispanic students will pass the Math TAAS test.

Overall, Kiker achieved its goal of having 95% of students pass the Math TAAS in the fourth grade only. Third and fifth graders barely missed this goal with respective passing rates of 94% and 91%. Kiker greatly exceeded its second goal of having 80% of Hispanic students pass the Math TAAS. Ninety-one percent of Hispanic third graders passed, 91% of Hispanic fourth graders passed, and 90% of Hispanic fifth graders passed the Math TAAS. Overall, reading scores exceeded the district goal of 90% passing rate. Although, when broken down by ethnicity and income, the following groups did not meet the district goal of 90% pass rate on the Reading TAAS: African American third (50%) and fifth (50%) graders, Hispanic third graders (82%), and Low Income third (33%), fourth (67%), and fifth (55%) graders. (See Table 33 in Appendix A.)

Kocurek

One goal of the ExceL Project at Kocurek was for students to achieve a 5-7% increase on math and reading sections of the TAAS. In order to meet this goal, staff development training provided through the ExceL grant focused on building problem-solving skills in students, grades Pre-K through 5. Buddy Tutors (approximately 100) were trained by the project manager to tutor younger children. In addition, small group tutorials were provided by classroom teachers during the spring semester to address TAAS objectives. Reading materials (emergent readers, class sets of novels, big books) were purchased with grant funds. Investigations Math Program teacher editions, resource materials, student manipulatives and calculators were purchased with ExceL grant funds for grades one through four and primary resource program. ExceL funds provided substitutes for teacher training and stipends to pay teachers to attend the three-day Investigations training offered at the PDA this summer. Manipulatives were also purchased to supplement the prekindergaten and kindergarten math program. Additionally, a project manager was hired to facilitate the implementation of a "micro society." Finally, the project manager, principal, and four teachers visited a micro-society located at a school in an area school district.

Kocurek achieved its goal of a 5-7% increase on the Math TAAS. Overall, third (+16), fourth (+8), and fifth (+10) graders made exceptional gains on test scores. Only African American fourth graders (+0), and Low Income third (+2) and fifth (+4) graders failed to meet the goal. Overall, Kocurek did not achieve its goal on the Reading TAAS. Still, some groups made impressive gains on the Reading TAAS, e.g., African American fourth graders (+26), Hispanic fifth graders (+13), White/Other third graders (+7), and Low Income fourth graders (+9). (See Table 34 in Appendix A.)

Langford

The Langford ExceL Grant had two major components: Parental training and involvement, and staff development centering on alignment. A committee was formed to design a four-day staff inservice. The goal of the inservice was to align the school's social studies curriculum. A former PTS was hired to coordinate the parent training and involvement portion of the grant. A summer fair was held for parents, and immunizations were provided for the families. Unfortunately, attendance at these activities was poor. A goal of Langford Elementary was that there would be an increase in the number of students who would pass all sections of the TAAS.

Math and Reading scores increased for third graders, regardless of income or ethnicity, with one exception: reading scores of African American third graders declined eight percentage points. Math scores declined for fourth and fifth grade students with two exceptions: reading scores of African American fifth graders increased 28 percentage points, and reading scores of White/Other students increased one percentage point. Overall, reading scores increased for fourth and fifth graders, although, the scores of Hispanic fourth graders decreased 6 percentage points, the scores of White/Other fifth graders decreased 10 percentage points, and the scores of Low Income fourth graders decreased 2 percentage points. Writing scores declined for most groups, although the scores of African American students increased seven percentage points. (See Table 35 in Appendix A.)

Lee

"ExceL through Innovation" was not implemented until May 1997 because Lee Elementary was not approved to receive funds until December 1996. The ExceL program will focus on improving TAAS scores of African American and Low Income students through improved teaching skills and curriculum enrichment.

Overall, math and Reading TAAS scores increased slightly for students at Lee, although reading scores of fifth graders decreased six percentage points. Lee achieved the district goal of having 90% of students pass reading, math, and writing portions of the TAAS.

African American and Low Income students exhibited the lowest pass rates on the test. (See Table 36 in Appendix A.)

Linder

"Building on Strengths--Language and Literacy" used teacher technology training to integrate technology into classroom instruction. All teachers have participated in monthly curriculum alignment workshops to develop units and annual plans, PALM authentic assessment training on campus, and several reading methodology workshops such as ELIC, Frameworks, and Project Read. Manipulatives have been purchased for all grade levels. Teachers were trained to use Math Investigations during the Summer REACH Program. Current adoption "readers" were assessed for readability level. Sequenced Kinder and first grade readers were purchased in English and Spanish to promote fluency and reading development. The Accelerated Reader was piloted, and a KLRU Family Literacy program was initiated to teach parents to develop reading in their homes. A goal of this project is to achieve a 15% increase in TAAS mastery over the next three years.

Math scores increased for all students in all grades, with the exception of Hispanic fifth graders (-5). Reading scores increased for all third grade students, regardless of ethnicity or income. Reading scores of all fourth grade students increased, with the exception of fourth grade White/Other students (-4). Reading scores of fifth grade students declined, with the exception of fifth grade White/Other students (+6). (See Table 37 in Appendix A.)

Maplewood

The ExceL Project at Maplewood focused on literacy and identified staff development as the key to successful school reform. Teachers participated in comprehensive staff development in emergent literacy, building literate communities, and the Accelerated Reader program. Literacy activities included publication of an "Emerging Literacy" brochure to guide parents through a home reading program. In addition, tape recorders and books were made available to students, and Family Literacy Nights provided opportunities for parents to learn techniques to use with their children in developing reading and writing skills. Finally, literacy portfolios that documented student progress were maintained.

Overall, Math TAAS scores of third graders (+1) and fifth graders (+7) increased, while scores of fourth graders (-12) and sixth graders (-11) decreased. Exceptional gains were made among African American fifth graders (+26) on the Math TAAS. Overall, Reading TAAS scores of fifth graders increased (+18), while scores of third graders (-5), fourth graders (-15), and sixth graders (-9) decreased. Exceptional gains were made among African American fifth graders (+32) and White/Other sixth graders (+12) and Low Income fifth graders (+27) on the Reading TAAS. (See Table 38 in Appendix A.)

Mathews

The Mathews ExceL Project was an after-school program called "Explorations." The program supported student achievement by extending learning opportunities beyond the regular instructional day. Participating teachers piloted the "constructivist" approach to teaching in the after-school program. Classes such as theater/drama, gardening, cooking, design technology, newspaper and yearbook journalism were offered to students. Integrated computer classes also served as an integral part of the after-school enrichment program. During the summer, teachers took technology and mathematics training. A goal of the program was to increase academic growth among low-performing students.

Overall, math scores of students in fourth (+10) and fifth (+23) grades increased, while scores of students in third (-2) and sixth (-9) grades decreased. Especially large gains were achieved by African American fourth graders (+31) Hispanic fourth (+31) and fifth (+39) graders, White/Other third (+11) and fifth (+28) graders, and Low Income fourth (+25) and fifth (+19) graders. Overall, reading scores of students in every grade increased.

Decreased reading scores occurred in only two groups: African American fifth graders (-6), White/Other sixth graders (-10). Overall, writing scores declined by one percentage point, however writing scores of students in the following groups increased: Hispanic (+9), White/Other (+2), and Low Income (+16). (See Table 39 in Appendix A.)

Menchaca

The purpose of "ExceL Menchaca" is to provide all students with aligned mathematics curriculum that reflects assessment and exit criteria standards. The curriculum was hands-on, using math manipulatives and problem-solving strategies. ExceL funds were used this year to accomplish the following: pay a consultant (Joshua Horton), purchase Strategic Mastery and KAMICO assessment books, pay for a parent employee, purchase a computer and printer, network the Apple Computer Lab, carry out math Pentathlon games, purchase Hands-On Equations program, and purchase Mountain Math and other mathematics manipulatives. A goal of the program was that all students in grades 3-5 would master all objectives of the Math TAAS test. Staff development included the following presentations: curriculum alignment, Becker Lab Tour, Strategic Mastery, Hands-On Equations, Math Pentathlon NCTM Activities, and Math Portfolio Activities.

While not all students at Menchaca passed the Math TAAS, the district goal of 90% pass rate was exceeded, overall. Students in third (90%), fourth (97%), and fifth (91%) grades passed the Math TAAS. One hundred percent of African American students passed Math TAAS, although only 84%, 81%, and 77% of Hispanic third, fourth, and fifth graders, respectively, passed the test. In addition, only 60% of Low Income fourth graders passed the math portion of the test. The school surpassed the district goal of 90% pass rate on Reading TAAS with one exception: Low Income fourth graders (80%). (See Table 40 in Appendix A.)

Metz

"Literacy for All" focused on building literacy capacity on the Metz campus. Services to students included serving approximately 30 students in grades one through four in literacy groups. These students benefited from small group instruction with an emphasis on Reading Recovery strategies. Reading through drama was also incorporated. Services for teachers included sharing of strategies to provide support to students served as well as building campus capacity. Staff development involved building a Balanced Literacy Program at Metz. This training involved all staff with presenters Belia Hahn, Claudia Baker, Faith Edson, and Adelita Acosta. A goal of this program is to increase identified students' TAAS scores in reading by a minimum of 5% per year of participation in the literacy groups.

Reading scores increased, overall, for third (+33) and fifth (+19) graders, but declined for fourth (-3) and sixth (-13) graders. Exceptional gains were made by Hispanic third (+35) and fifth (+18) graders and Low Income third (+33) and fifth (+15) graders. Math scores increased for third graders (+30), overall, but declined for fourth (-3), fifth (-8), and sixth (-7) graders, overall. Exceptional gains were made by Hispanic third graders (+29) and Low Income third graders (+25). (See Table 41 in Appendix A.)

Norman

"Parental Involvement Through Building Communications and Academic Acceleration" addressed the growing needs of language deficient students and their parents as they affect academic success. The program included three major parts: decreasing the communication barriers as they affect success in school, enhancing parents' academic proficiencies via GED and ESL classes, and training teachers in Capital City Writes during the six staff development days. In addition, staff was trained on the use of the "Marva Collins" Phonics Method.

Reading scores increased for fourth (+6) and fifth (+10) graders, but decreased for third (-19) graders. Among these students, exceptional gains were made by African

American fifth graders (+7), Hispanic fourth (+35) and fifth (+16) graders, and Low Income fifth graders (+12). Math scores increased for fourth (+4) and fifth (+5) graders, but decreased for third graders (-13). Exceptional gains were made by Hispanic fourth (+24) and fifth (+26) graders and Low Income fifth (+9) graders. Math scores declined an average of 5 percentage points for all fourth graders, regardless of ethnic or income group. (See Table 42 in Appendix A.)

Oak Hill

The Oak Hill ExceL program aimed to increase reading skills and to promote responsible decision-making. Individual or small group tutoring was offered during the day for individuals identified by teachers and staff as "at risk." A paid tutor-coordinator trained and supervised tutors as well as tutored bilingual students. A computer was purchased for tracking student progress and for use as a learning tool. In addition, all faculty and students were trained in a six-step conflict resolution program. The pre-existing STAR program was incorporated into the ExceL Program. Also, an end-of- the- year student/parent recognition night was held. Staff Development included PALM, Reading Readiness, Childhood Summit, Project Read, Technology training, Overview of Investigations, Conflict Resolution, and Curriculum Alignment. A goal of the project was to increase the number of students mastering the TAAS reading objectives.

Over 90% of students passed Reading TAAS with two exceptions: Hispanic fifth graders (86%) and Low Income fifth graders (88%). Large gains in reading scores were made by several groups of students including African American fifth graders (+25), Hispanic fourth graders (+22), and Low Income fourth (+18) and fifth (+23) graders. Overall, math scores of third (+6) and fifth (+15) graders increased, while scores of fourth graders (-2) decreased. Impressive gains were made by Hispanic fifth graders (+37) and Low Income fifth graders (+50). (See Table 43 in Appendix A.)

Oak Springs

This year, goals of the Oak Springs ExceL project included creating Saturday classes for students and their parents, implementing an effective parent-friendly math and language curriculum, and increasing student and family awareness of academics and real life skills. In addition, staff development included Speak Standard Too, Math Alignment, Project Read, Curriculum Alignment Training, ADD/504 Training, Multiple Intelligence, and How to Teach the Hard to Reach.

Overall, math scores of third graders (+42) increased dramatically, while math scores of fourth (-5) and fifth (-8) graders decreased. Exceptional gains were made on the math test among African American third graders (+38), Hispanic third (+43), fourth (+10), and fifth (+44) graders, and Low Income third (+45) and fifth (+70) graders. Overall, reading scores of third (+28) and fourth (+1) graders increased, while scores of fifth graders (-15) decreased. Exceptional gains were made on the reading test among African American third graders (+28), Hispanic third (+30), fourth (+11), and fifth (+7) graders, and Low Income third graders (+33). Overall, writing scores (-29) declined. Writing scores of students in all ethnic and income groups decreased substantially. (See Table 44 in Appendix A.)

Odom

The Odom ExceL Project, "Read, Compute, and Research for Student Success," addresses the need for students to use technology as a tool to increase academic achievement in the areas of language arts and math, and improve their thinking and research skills. The goal is to have students use their academic and thinking skills to research and produce technology-based projects. Program design includes staff training and on-going coaching in the use of instructional technology, effective instructional practices in language arts and math, and the design of theme-based integrated curriculum. Parent support and involvement in the project is encourage through parent presentations, open computer lab time after school, and a planned technology fair displaying students projects. Goals of the project included 90% of

students passing TAAS in reading and math by year 2000, with 3-10% increments per year based on subject and grade level, and a 95% pass rate in 4th grade writing by year 2000.

Math scores of third (+19) and fourth (+11) graders increased for all groups with the exception of African American fourth graders (-20). Math scores of fifth graders decreased for all groups with the exception of African American fifth graders (+7). Reading scores of third and fourth graders increased with the exception of White/Other fourth graders (-2). Reading scores of fifth graders decreased with the exception of White/Other fifth graders (+1). Writing scores decreased an average of 9 percentage points across all ethnic and income groups. (See Table 45 in Appendix A.)

Ortega

"Connecting Learning to the Home" was originally designed to include the purchase of laptop computers for use by children and parents in their homes on a check-out basis. However, due to unforeseen barriers, i.e., high risk of loss/theft of expensive hardware, delays were experienced in the full implementation of the program. Instead, the laptops were used to train staff this year. Other accomplishments during the year included: staff development days which covered math curriculum alignment, Frameworks: Children of Poverty training for all staff, and team building.

Math scores declined overall for students in grades 3-5, although scores of African American fifth graders (+34) increased a great deal. Overall, math scores of sixth graders increased 18 percentage points. In particular, exceptional gains on the Math TAAS were achieved by Hispanic (+23) and Low Income (+21) sixth graders. Overall, reading scores increased for fourth (+9) and sixth (+6) graders, but declined for third (-28) and fifth (-3) graders. (See Table 46 in Appendix A.)

Palm

Palm Elementary used ExceL to implement the National Reading Styles Inventory (NRSI) as part of the comprehensive plan to increase achievement for all students. The ExceL Grant has allowed teachers to be trained to identify students' individual reading styles and to match methods, strategies, and materials to assist students with reading skills. Teachers were given 2 1/2 days for planning and integrating the NRSI with the district curriculum. This included inservice workshops and a consultant on campus to assist teachers with assessment of students and center design. Major accomplishments this year included training teachers, purchasing supplies and materials needed to implement the program, and assessing students' individual learning styles. Teachers analyzed and interpreted data from student assessments and created classroom environments and used teaching strategies to address students' individual reading styles.

Reading scores increased an average of 6 percentage points overall for fifth graders at Palm. Reading scores were higher this year for fifth graders in all ethnic and income groups with the exception of White/Other fifth graders. However, overall, reading scores were down for third and fourth grade students. Math scores increased overall for students in the third (+2) and fifth (+8) grades. However, scores declined overall for students in the fourth grade (-5). (See Table 47 in Appendix A.)

Patton

"Reading...Do It!" was implemented to address the need to improve reading proficiency and math problem-solving skills. Noting a possible link between weak reading performance and failure of Math TAAS, especially problem solving, the program was designed to increase the reading proficiency of students through increased time involved in quality reading. Major accomplishments include more than eight million minutes read at school and at home by students and teachers, expansion of the library and at-home book collections, implementation of a computer-based comprehension program. All staff

participated in three days of 4MAT Fundamental Training. Other staff development was selected by teachers and staff with principal approval and included the following: Primary TAAS Objectives in Math, Investigations, Fine Arts and centers integration, and curriculum alignment in math.

Reading scores increased very slightly overall, although scores of students in some groups decreased, for example, Hispanic fourth (-11) and fifth (-7) graders, White/Other third graders (-2), and Low Income fourth graders (-8). Math scores increased, overall, for third graders (+5), but decreased for fourth (-1) and fifth (-3) graders. The largest math score declines were among African American third (-42) and fourth (-40) graders, Hispanic fourth graders (-16), and Low Income third (-19) and fourth (-21) graders. Writing scores declined one percentage point, overall, although scores of Hispanic students actually increased by five percentage points. (See Table 48 in Appendix A.)

Pease

"Math Literacy for All Students" focused entirely on the improvement of mathematics scores on TAAS. The program consisted of professional development and purchase of materials and curriculum, the implementation of the problem -solving blueprint in all grade levels, a Math Night program for parents, and use of calculators, decimal kits, and fraction bars in instruction. The professional development included providing each teacher with an assessment of his or her strengths and areas for needed improvement in instructional strategies.

Math scores increased substantially for third (+14), fifth (+1), and sixth (+25) grade students. Math scores increased for third, fifth, and sixth grade students in every ethnic and income group with two exceptions: Hispanic fifth graders (-8) and White/Other sixth graders (-6). Overall, however, math scores declined for fourth grade (-3) students. Math scores of fourth grade students in every ethnic and economic group declined with the exception of African American fourth graders (+11). Reading scores of fourth (+5) and sixth (+19) graders increased, but scores of third (-6) and fifth (-5) graders decreased overall. Exceptional gains were made on the reading test among sixth grade African American (+23), Hispanic (+29), and Low Income (+37) students. (See Table 49 in Appendix A.)

Pecan Springs

The Pecan Springs ExceL Program, "Mathematicians Attaining Their Highest," aimed to increase the percentage of students mastering all TAAS objectives and to increase parent/community involvement as educational partners. The Pecan Springs MATH Lab was designed as a collaborative learning environment for students, parents, community, and staff to use hands-on approaches in teaching/understanding math concepts while developing an aligned Pre-K-fifth grade math curriculum. Materials were available to teachers, parents, and community member so that they could support and become involved in students' mathematical progress. Students (Pre-K-fifth grade) kept math journals regarding math concepts, vocabulary, and problem-solving tips. Contests were created to provide cooperative and competitive means for problem-solving. Professional development included Math Strategies for Problem-Solving, TAAS Strategies, Cooperative Learning, and Hands-On: Tile Math. A goal of the program was to increase TAAS scores by 10% each year.

Math scores increased, overall, for students in third (+3), fourth (+4), and fifth (+6) grades, overall. Math scores of students in all ethnic and income groups increased with the exception of African American fifth graders (-1) and White/Other third graders (-100). Exceptional gains were made on the Math TAAS among African American third graders (+7), Hispanic 5th graders (+27) and Low Income 4th graders (+9). Reading scores increased, overall for third (+14) and fourth (+8) graders, but decreased overall for fifth (-2) graders. Exceptional gains in reading were made among Hispanic third (+47), fourth (+18), and fifth (+18) graders and Low Income third (+16) and fourth (+8) graders. (See Table 50 in Appendix A.)

Pillow

"Show Me ExceLlence Through Problem-Solving" was developed to support each vertical team and to redesign math instructional practices through professional development opportunities, establishment of vertical team resource centers, curriculum alignment, and extended learning opportunities for students. This year, each vertical team purchased manipulatives to support a hands-on approach with daily instruction. Each team devoted two days toward aligning math curriculum and instruction to support implementation of best math practices. A consultant was contracted to provide staff development and classroom demonstration of problem-solving strategies that support the target areas identified in the TAAS performance data. Extended learning opportunities such as Family Math Night and after school math labs were provided throughout the year. Approximately sixty students participated in two accelerated labs and one advanced lab each week. A goal of the project is that, by the year 2000, 90% of all students will pass TAAS objectives in math.

Overall, math scores of fourth (+20) and fifth (+1) graders increased. However, scores of African American fifth graders actually decreased (-14). Exceptional gains were made among African American fourth graders (+46), Hispanic fourth graders (+30), White/Other fourth graders (+17), and Low Income fourth graders (+14). Overall, math scores of third graders decreased 5 percentage points, although math scores of African American third graders actually increased (+20) substantially. On the Reading TAAS, scores of students in every ethnic and income group increased. However, on the Reading TAAS, scores of third grade students decreased 4 percentage points overall with large decreases among African American (-20), Hispanic (-26), and Low Income (-17) third graders. (See Table 51 in Appendix A.)

Pleasant Hill

"Learning Through Literacy" aims to implement a balanced reading/writing program for all students at Pleasant Hill Elementary. All teachers will attend the Capital City Writes within the four year time frame of the ExceL grant. A pilot vertical family will be implemented in the 1997-98 school year with all teachers having a common core of training that will ensure a balanced reading/writing program throughout this team.

Overall, math scores increased for students in third (+1), fourth (+16), and fifth (+6) grades. Exceptional gains were made on the math test by African American fourth (+27) and fifth (+21) graders, Hispanic fourth (+26) and fifth (+9) graders, White/Other third graders (+10) and Low Income fourth (+31) and fifth (+13) graders. However, reading scores decreased for students in third (-2), fourth (-2), and fifth (-8) grades. Still, gains were made in reading by African American fourth graders (+13). Writing scores decreased an average of 18 percentage points. Writing scores of students in all ethnic and economic groups decreased. (See Table 52 in Appendix A.)

Reilly

One goal of "Beyond ExceLlence to Greatness" is that , at the end of four years, 90% of all students will pass the Math TAAS. The program is based on the Michael Eaton Math Program. Activities were developed using Michael Eaton's suggestions and ideas in order to target the TAAS objectives at the first grade level. Exploring Mathematics and Open Court were used to develop a year long, spiraled math program that focuses on TAAS. Professional Development included training by Michael Eaton. In addition, time was spent working on curriculum alignment. Vertical teams met periodically and discussed the varying degrees of success with the Math That Works program.

Math scores increased overall for students in third (+1) and fifth (+17) grades, but decreased overall for students in fourth grade (-4). Exceptional gains were made among African American third (+25) and fourth (+21) graders, Hispanic fifth graders (+26), White/Other third (+14), fourth (+11), and fifth (27) graders and Low Income third (+11) and fifth (+19) graders. Reading scores increased for fourth (+7) and fifth (+13) graders overall

but decreased for third graders (-8), overall. Exceptional gains on the reading test were made by African American fourth graders (+11), Hispanic fourth (+11) and fifth (+11) graders, White/Other third (+14), fourth (+11), and fifth (+37) graders, and Low Income fourth graders (+20). (See Table 53 in Appendix A.)

Ridgetop

"Sports Card math" is a program designed to improve math performance. Sports Statistics are used to increase interest and understanding of how math can exist outside of the classroom setting. During the first year of the program, math software for all classes was purchased, however, the planned school-wide program was not implemented, due to changes in the structure and leadership of the ExceL program. Professional Development included Claris Works Word Processing Workshop, Claris Works Spreadsheet Workshop, and Claris Works Database Workshop. In addition, during the summer, staff developments were presented that addressed technology and the use of math concepts in sports.

Math scores of fifth graders increased (+6), overall, but math scores of third (-2) and fourth (-22) graders decreased, overall. Exceptional gains on the math test were made among Hispanic fifth graders (+25), White/Other fifth graders (+25), and Low Income third graders (+13). Reading scores of fourth (+20) and fifth (+21) graders improved, overall, yet reading scores of third graders decreased (-10), overall. Exceptional gains on the reading test were achieved by Hispanic fourth (+38) and fifth (+25) graders, White/Other fourth (+25) and fifth (+25) graders, and Low Income fourth (+22) and fifth (+38) graders. (See Table 54 in Appendix A.)

Sanchez

The "Model Classroom Initiative" at Sanchez aimed to provide a more fully integrated technology program, to provide a more fully aligned mathematics curriculum, and to produce improved TAAS scores. A vertical team of model technology classroom teachers met periodically throughout the first semester to create a Sanchez Campus Math Curriculum Document that fully integrates all TEKS and TAAS objectives for Math. All Sanchez teachers then applied their training in Curriculum Alignment to produce annual plans for math instruction. Two days of staff development were spent training teachers to use and adapt the Math Problem-Solving Blueprint. Additionally, teachers received training on Heartbeeps software, design of home pages, development of technology lesson plans, and electronic data transfer.

Math scores increased among students in fourth (+24) and sixth (+31) grades, overall, but decreased among students in third (-30) and fifth (-5) grades, overall. Exceptional gains in math were made among Hispanic fourth (+21) and sixth (+30) graders, White/Other fourth (+100), fifth (+17), and sixth (+50) graders, and Low Income fourth (+27) and sixth (+29) graders. Reading scores increased among students in fourth (+44) and sixth (+6) grades overall but decreased among students in third (-3) and fifth (-11) grades, overall. Exceptional gains in reading were made among Hispanic fourth graders (+48), White/Other sixth graders (+50), and Low Income fourth graders (+51). (See Table 55 in Appendix A.)

Sims

"The Star Program" has two major aims: to increase academic achievement in Reading and Math, and to develop a safe and disciplined school climate. The academic portion of the project was unable to be fully implemented until behavioral issues were under control. Major accomplishments this year included the Caught Being Good Project. Students were given tokens for good behavior and a given number of students per grade level were rewarded each week for their accomplishments. Staff development included Positive Action Curriculum, Math Investigations, and Accelerated Reader.

Math scores increased among fourth graders (+4) overall but declined among third (-15) and fifth (-31) graders, overall. Substantial gains were made among Hispanic fourth graders (+8) and Low Income fourth graders (+7) on the math portion of the TAAS. Overall, reading scores of students in fourth (+41) and fifth (+9) graders increased, but reading scores of third graders (-18) decreased. Exceptional gains were made among African American fourth graders (+41), Hispanic fourth graders (+35), and Low Income fourth (+38) and fifth (+11) graders. (See Table 56 in Appendix A.)

St. Elmo

"The ExceL Academy" provided individual and small multi-age group activities through an instructional program during the intersession in order to increase students' self-esteem, to increase student success, and to provide students with strategies necessary for mastery of TAAS objectives. The program used the Individualized Computer Curriculum Corporation-Success Maker (CCC) lab. Professional development included CCC Success Maker, Problem Solver, TAASERCIZE, Learning Styles, Creative Problem Solver, and Project Read.

Math scores of students in fourth (+24) and fifth (+39) grades increased overall but math scores of students in third grade (-5) decreased overall. Exceptional gains were made on the math test among African American fourth (+33) and fifth (+15) graders, Hispanic fourth (+54) and fifth (+57) graders, White/Other third (+11) and fifth (+17) graders, and Low Income fourth (+28) and fifth (+36) graders. Reading scores of students in third (+6) and fifth (+15) grades increased overall, while scores of students in fourth grade (-6) decreased overall. Exceptional gains were made among Hispanic third (+11), fourth (+12), and fifth (+29) graders, and Low Income third (+19) and fifth (+8) graders. Writing scores increased 18 percentage points overall. Writing scores increased among students in every ethnic and income group. (See Table 57 in Appendix A.)

Summitt

The Summitt Elementary School Reach for the Stars program was created to give K-2 students extra educational support in the area of language arts. It was hoped that by providing students with a lab equipped with a large variety of multi-sensory materials, the students would be able to master the skills needed to succeed. Sixty students who needed extra assistance in language arts were identified. Each student was matched up with a volunteer and received from 20 to 60 minutes of one-on-one help in specific areas of deficiency. Staff development included the following: TAEYC Annual Conference, National Center for Montessori Education Annual Conference, Society for Developmental Education Workshop, Mentor Day at Travis Heights Elementary, Reach for the Stars Lab Training, Brain Based Learning/ADD and ADHD Workshop, Stress Management Seminar, Writing in the Early Years, PALM Training, Early Childhood Summer Summit, Capital City Writes, Literacy Learning in the Classroom, and Accepting the Challenge.

Overall, math scores of fourth (+2) and fifth (+3) grade students increased, while scores of third grade students (-3) decreased, overall. Substantial gains in math scores were made among Hispanic fourth (+20) and fifth (+14) graders. Overall, reading scores of third (-5) and fifth (-1) graders declined, while scores of fourth graders remained the same overall. Substantial gains were made on the reading test by Hispanic fifth graders (+20) and White/Other fourth graders (+7). Writing scores declined overall by 4 percentage points. Writing scores declined across all ethnic and economic groups. (See Table 58 in Appendix A.)

Sunset Valley

The ExceL Program at Sunset Valley focused on increasing academic achievement and parental involvement. Twice-a-week after-school TAAS and ESL classes were held for fourth and fifth graders for twelve weeks. In addition, a TAAS Camp was held during the summer for four weeks. Math manipulatives were purchased, and teachers were trained in

Michael Eaton Math. In addition, Investigations curriculum was purchased and teachers attended Investigations training. A half-time Parent Involvement Representative was hired. This person conducted a neighborhood walk and initiated diverse parenting classes. Staff Development included Curriculum Alignment, "Writing Annual Work Plans," individualized computer training at teacher competency level, a summer retreat including Common Bonds & Authentic Assessment, and Area 4 Math Sessions.

Math scores increased, overall, for third (+18), fourth (+9), and fifth (+19) graders. Every ethnic and economic group at every grade level made substantial (+8 or more) gains on the Math TAAS. This exceeds the district goal of an increase of 7 percentage points in the percentage of students passing the Math TAAS. Reading scores increased, overall, for students in fourth (+4) and fifth (+21) grades, although scores decreased for students in third grade (-8), overall. Exceptional gains were made on the reading test among fourth and fifth grade students in all ethnic and economic groups with the exception of White/Other fourth graders (-10). (See Table 59 in Appendix A.)

Travis Heights

The ExceL Program at Travis Heights Elementary focused on increased parent involvement, professional development for teachers, and increasing the number of students passing TAAS mathematics while decreasing the performance gap between minority students and white students on Math TAAS. To date, the Travis Heights ExceL program has completed the parent training/involvement series of four family math nights where parents received materials, instructions, and guided practice (English and Spanish) to better enable them to work with their children at home. Materials to assist in family math instruction and in preparation for the TAAS were purchased. Teachers were trained in the Investigations curriculum, and two teachers attended the National Council of Teachers of Mathematics National Convention in Minneapolis. Other staff development included Helping Students Conquer Problem-Solving, Mathematics TAASERCIZE, Getting to the Heart of Change, PALM, and Exploring Connections-Math and Science Mentor conference.

Math scores of third (+9) and fifth (+2) graders increased overall, but scores of fourth graders (-9) decreased overall. Substantial gains on the math test were made among African American third graders (+42), Hispanic third graders (+18), and Low Income third (+95) and fifth (+11%) graders. Similarly, reading scores of third (+1) and fifth (+10) graders increased overall, but reading scores of fourth graders (-9) decreased overall. Substantial gains on the reading test were made among African American fifth graders (+20), Hispanic fifth graders (+14), and Low Income fifth graders (+14). (See Table 60 in Appendix A.)

Walnut Creek

"Microcosms of ExceL Through Innovation" allows individuals and groups of teachers to plan "real life" problem-solving lessons that use the TAAS skills of reading, writing, and mathematics in the projects. Examples of such projects include creation of butterfly gardens and aquariums. The vast majority of staff development consisted of teacher meetings to plan ExceL implementation. Additional staff development included groups of teachers attending workshops and then presenting to others on their return, and teachers visiting other sites where exemplary programs are implemented.

Overall, math scores of third (+2), fourth (+20), and fifth (+12) graders increased, although scores of African American third graders (-29) and Low Income third graders (-3) actually decreased. Exceptional gains were made among all other ethnic and income groups on the Math TAAS. Overall, fourth grade scores increased (+16) on the Reading TAAS, while third (-2) and fifth (-16) grade scores decreased. Exceptional gains were made on the Reading TAAS by African American fourth graders (+26), Hispanic fourth graders (+36), White/Other third (+10) and fourth (+9) graders and Low Income fourth graders (+12). (See Table 61 in Appendix A.)

Widen

"Reading with Style" has focused on implementing the Marie Carbo reading styles program. This year, the program emphasized school-wide staff development on implementation of the Marie Carbo reading strategies. Teachers administered either Informal Reading Inventories or Running Records. Students became familiar with different learning style preferences. Staff development included training in the Marie Carbo reading styles program, visits to Reading Styles model schools, and "Developing Materials for Reading Centers for Different Learning Styles." A goal of this program is that Reading TAAS scores will improve by 20% annually.

Reading scores improved among fourth (+16) and fifth (+11) graders overall. However, reading scores declined among third graders (-3). Exceptional gains on the reading test were made among African American fifth graders (+23), Hispanic fourth (+23) and fifth (+8) graders, White/Other third (+9), fourth (+11), and fifth (+19) graders, and Low Income fourth (+23) and fifth (+12) graders. Overall, math scores of third (+6) and fourth (+30) graders increased, while scores of fifth graders remained the same overall. Substantial gains were made by African American fourth (+50) and fifth (+14) graders, Hispanic fourth (+23) graders, White/Other third (+24), fourth (+33) and fifth (+19) graders and Low Income fourth (+35) graders. (See Table 62 in Appendix A.)

Williams

"The Academies" were designed to address students' needs in the areas of reading, math, and science. Reading Academies have been established to support student learning through the implementation of AP/MTA, PROJECT READ, ECRI, G.T., etc. In grades 1-3, students in the Reading Academy were moved to skills groups for daily practice according to their individual requirements. Diagnostic testing was done using the SLOSSON and teacher-devised tests. The Master's Academy (Grades 4-5) emphasized reading with an additional focus on technology in science and math. Teachers received training in brain/reading research, dyslexia, Aims, TAAS math, PALM assessment, Writing Workshop, and Investigations.

Overall, Reading TAAS scores of fourth (+13) and fifth (+6) graders increased, while scores of third graders (-2) decreased overall. Substantial gains on the reading test were made by African American third (+18), fourth (+49), and fifth (+20) graders, Hispanic fourth (+8) graders, White/Other fourth graders (+10), and Low Income fourth (+22) and fifth (+20) graders. Overall, Math TAAS scores of third (+6), fourth (+18), and fifth (+21) graders increased, overall. Exceptional gains on the math test were made by African American fourth (+12) and fifth (+20) graders, Hispanic third (+20), fourth (+10), and fifth (+36) graders, White/Other fourth (+23) and fifth (+12) graders, and Low Income third (+11), fourth, (+22), and fifth (+41) graders. (See Table 63 in Appendix A.)

Winn

The "ECLE" program is a pre-reading/language development program for ages birth to four years old. The program focuses on providing early intervention to parents and children to teach the parents ways to stimulate the children so that the children will begin connecting sounds, movement, and other stimuli with language and pre-reading skills. The parent training occurred in the computer lab and focused on developing parents' reading and language skills and on working toward GED certification. Staff development included training by Madelein Ritchie, a National Trainer for the ECRI Institute in Salt Lake City, Utah.

Overall, reading scores of third (+1) and fifth (+14) graders increased, while scores of fourth (-4) graders decreased. Exceptional gains on the reading test were made among African American fifth graders (+20), White/Other fourth graders (+33), and Low Income fifth graders (+10). Overall, math scores of fourth (+4) and fifth (+13) graders increased, while scores of third graders (-6) decreased. Substantial gains on the math test were made

among African American fifth graders (+14), Hispanic fourth (+17) and fifth (+85) graders, White/Other fourth (+33) graders, and Low Income fifth graders (+15). (See Table 64 in Appendix A.)

Wooldridge

"Believe and Achieve" is an extended-day program designed to promote self-esteem and to improve math and reading skills. Manipulatives, books, test booklets, and other materials were purchased for the program this year. ABACUS was used to analyze student achievement and to pinpoint areas of weakness. Staff development included Investigations training, the ExceL grant Showcase, Project Read, and a Make It-Take It Workshop (teachers made and trained in the use of Kamico manipulatives).

Overall, reading scores of fifth graders (+3) increased, while reading scores of third (-11) and fourth (-10) graders decreased. Substantial gains on the reading test were made among African American fifth graders (+24), and Hispanic fourth graders (+8). Overall, math scores of fifth graders (+5) increased, while scores of third (-6) and fourth (-8) graders decreased. Very large gains on the math test were made among African American fifth graders (+11), Hispanic fifth graders (+16), and Low Income fifth graders (+9) on the Math TAAS. (See Table 65 in Appendix A.)

Wooten

The ExceL project at Wooten Elementary is a multi-faceted program that includes the Investigations math curriculum, Spalding Phonics, Skill-Streaming Social Skills, Kamico TAAS Assessment Tests, and the formation of the Wooten Parent Academy. Major accomplishments this year included making preparations to implement Investigations, Spalding Phonics, and Skill-Streaming Social Skills school-wide next year. Eight weeks of evening parent classes were offered and covered 10 different topics. Staff development included Spalding Phonics Overview and Introduction, Spalding Phonics In-Depth Training, and Investigations Institute.

Overall, math scores of third (+7), fourth (+11), and fifth (+16) graders increased. Only African American fifth graders (-3) and White/Other fourth graders (-6) showed decreases in percentage passing the Math TAAS this year. Overall, reading scores of third (+23), fourth (+10), and fifth (+2) graders increased. Only African American fourth (-21) and fifth (-23) graders showed decreases in percentage passing the Reading TAAS this year. (See Table 66 in Appendix A.)

Zavala

"Accelerated Literacy" aims to motivate all students to become good readers. The project includes reading motivation programs, reading celebrations, programs for preschoolers and their parents, project-based learning focus, increased emphasis on non-fiction reading, and development of the non-fiction library collection. This year, more parents checked out books to read to their children than ever before, and primary students participated in reading motivation programs for the first time. Primary and intermediate students used the Big Six process for doing research, and their project-based research was presented during school-wide Science Days. Finally, Zavala's 191 3rd-6th graders read 14,095 books at their independent reading levels and passed computer tests on them. Staff development included: workshops on project-based learning through science and the Big Six, and teachers were able to attend summer workshops of their choice that were relevant to the school's ExceL focus. A goal of the program for this year is that the following pass rates will be achieved by students on the Math TAAS: 85% of 3rd graders , 66% of 4th graders, 86% of 5th graders, and 81% of 6th graders.

Reading scores of third (+5), fourth (+9), and sixth (+13) graders increased overall while scores of fourth (-11) graders decreased overall. Substantial gains were made on the

reading test by African American fourth graders (+47), Hispanic sixth graders (+16), and Low Income fourth (+16) and sixth (+15) graders. Math scores of third, (+3), fourth (+15), and sixth (+6) graders increased overall while scores of fifth (-2) graders decreased. Substantial gains were made on the math test by African American fifth graders (+16), Hispanic fourth (+19) and sixth (+8) graders, and Low Income third (+10), fourth (+15), and sixth (+8) graders. (See Table 67 in Appendix A.)

Zilker

The Zilker ExceL project, "Mi Escuela, Su Escuela" involved the creation of a parenting center, Casa Zilker. This center serves as a meeting place for parents and houses a multi-media computer, a variety of games, puzzles, books and other educational materials, refreshments, a telephone, parenting information, and a clothes closet. Casa Zilker is also used for E.S.L. and S.S.L. classes, parenting classes, after-school tutoring, and toddler storytime. Staff development included training in cultural sensitivity/common bonds, effective home visits, PALM implementation, and AIMS. Teachers were required to do 12 hours of home visits focused on "at-risk" students. A goal of the project is increased student achievement on language and Math TAAS.

Overall, math scores of third (+23) and fifth (+2) graders increased, while scores of fourth graders stayed the same, and scores of fifth graders (-2) decreased. Exceptional gains on the math test were made among Hispanic third (+43), fourth (+18), and sixth (+8) graders, White/Other third (+15) and fifth (+8) graders, and Low Income third (+39) and sixth (+12) graders. Overall, reading scores of third (+16) and fourth (+7) graders increased, while scores of fifth (-9) and sixth (-1) graders decreased. Impressive gains on the reading test were made among Hispanic third (+38) and fourth (+27) graders, and Low Income third (+22) and fourth (+15) graders. Writing scores increased 18 percentage points overall. Writing scores of students in all ethnic and economic groups increased substantially with the exception of African American students, whose scores remained the same. (See Table 68 in Appendix A.)

APPENDICES

APPENDIX A:

TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group

Table 3: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Allan Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	53% (n=49)	60% (n=45)	63% (n=43)		50% (n=10)	67% (n=6)	50% (n=4)		54% (n=39)	58% (n=38)	62% (n=37)			100% (n=1)	100% (n=2)		50% (n=44)	61% (n=41)	61% (n=36)	
1996-97	79% (n=42)	59% (n=54)	67% (n=51)		75% (n=4)	78% (n=9)	83% (n=6)		77% (n=35)	55% (n=44)	64% (n=44)		100% (n=2)	100% (n=1)	100% (n=1)		78% (n=41)	57% (n=49)	68% (n=47)	
Difference	+ 26	-1	+4		+25	+11	+33		+23	-3	+2			0	0		+28	-4	+7	
Reading*																				
1995-96	63% (n=49)	58% (n=45)	64% (n=45)		50% (n=10)	50% (n=6)	50% (n=4)		67% (n=39)	58% (n=38)	64% (n=39)			100% (n=1)	100% (n=2)		61% (n=44)	59% (n=41)	66% (n=38)	
1996-97	67% (n=42)	63% (n=56)	61% (n=51)		75% (n=4)	56% (n=9)	50% (n=6)		63% (n=35)	63% (n=46)	61% (n=44)		100% (n=2)	100% (n=1)	100% (n=1)		66% (n=41)	61% (n=51)	64% (n=47)	
Difference	+4	+5	-3		+25	+6	0		-4	+5	-3			0	0		+5	+2	-2	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 4: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Allison Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	60% (n=35)	53% (n=57)	45% (n=58)		100% (n=1)	44% (n=9)	67% (n=3)		58% (n=33)	54% (n=46)	46% (n=54)		100% (n=1)	50% (n=2)	100% (n=1)		58% (n=31)	54% (n=52)	36% (n=45)	
1996-97	69% (n=52)	59% (n=34)	57% (n=63)		67% (n=9)	50% (n=2)	46% (n=11)		70% (n=43)	58% (n=31)	58% (n=50)		(n=0)	100% (n=1)	100% (n=2)		70% (n=50)	58% (n=31)	57% (n=54)	
Difference	+9	+6	+12		-33	+6	-21		+12	+4	+12			+50	0		+12	+4	+21	
Reading*																				
1995-96	63% (n=35)	50% (n=58)	49% (n=57)		100% (n=1)	67% (n=9)	67% (n=3)		61% (n=33)	45% (n=47)	47% (n=53)		100% (n=1)	100% (n=2)	100% (n=1)		61% (n=31)	53% (n=53)	39% (n=44)	
1996-97	63% (n=51)	62% (n=34)	63% (n=64)		78% (n=9)	50% (n=2)	58% (n=12)		60% (n=42)	61% (n=31)	62% (n=50)		(n=0)	100% (n=1)	100% (n=2)		63% (n=49)	61% (n=31)	65% (n=54)	
Difference	0	+12	+14		-22	-17	-9		-1	+16	+15			0	0		+2	+8	+26	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 5: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Andrews Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	56% (n=59)	57% (n=44)	47% (n=53)		55% (n=40)	58% (n=26)	36% (n=33)		54% (n=13)	58% (n=12)	60% (n=15)		67% (n=6)	50% (n=6)	80% (n=5)		53% (n=38)	56% (n=32)	47% (n=36)	
1996-97	53% (n=62)	72% (n=68)	71% (n=55)		57% (n=42)	66% (n=44)	70% (n=30)		42% (n=12)	79% (n=19)	63% (n=19)		50% (n=8)	100% (n=5)	100% (n=6)		53% (n=47)	67% (n=49)	67% (n=43)	
Difference	-3	+15	+24		+2	+8	+34		-12	+21	+3		-17	+50	+20		0	+11	+20	
Reading																				
1995-96	62% (n=60)	63% (n=43)	62% (n=53)		61% (n=41)	65% (n=26)	61% (n=33)		62% (n=13)	64% (n=11)	67% (n=15)		67% (n=6)	50% (n=6)	60% (n=5)		56% (n=39)	58% (n=31)	58% (n=36)	
1996-97	48% (n=62)	66% (n=64)	63% (n=51)		43% (n=42)	65% (n=43)	69% (n=29)		67% (n=12)	63% (n=16)	41% (n=17)		50% (n=8)	80% (n=5)	100% (n=5)		47% (n=47)	60% (n=45)	55% (n=40)	
Difference	-14	+3	+1		-18	0	+8		+5	-1	-26		-17	+30	+40		-9	+2	-3	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tape

* This Subject Area is a stated focus of the school's ExceL Program.

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Table 6: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Barrington Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	74% (n=78)	53% (n=73)	75% (n=65)	95% (n=21)	77% (n=17)	35% (n=20)	59% (n=17)	80% (n=5)	69% (n=45)	61% (n=28)	80% (n=25)	100% (n=6)	86% (n=14)	61% (n=23)	82% (n=22)	100% (n=9)	70% (n=59)	53% (n=51)	72% (n=47)	100% (n=9)
1997-97	67% (n=82)	77% (n=62)	79% (n=77)	100% (n=19)	70% (n=23)	69% (n=13)	68% (n=19)	100% (n=2)	62% (n=37)	78% (n=37)	88% (n=40)	100% (n=10)	68% (n=19)	80% (n=10)	75% (n=16)	100% (n=6)	69% (n=54)	71% (n=42)	80% (n=55)	100% (n=9)
Difference	-7	+24	+4	+5	-7	+34	+9	+20	-7	+17	+8	0	-18	+19	-7	0	-1	+18	+8	0
Reading*																				
1995-96	75% (n=80)	75% (n=75)	79% (n=65)	95% (n=20)	59% (n=17)	60% (n=20)	50% (n=16)	80% (n=5)	76% (n=46)	83% (n=30)	84% (n=25)	100% (n=6)	87% (n=15)	78% (n=23)	91% (n=23)	100% (n=8)	73% (n=60)	79% (n=52)	79% (n=47)	100% (n=9)
1996-97	76% (n=80)	78% (n=60)	82% (n=76)	95% (n=19)	70% (n=23)	75% (n=12)	72% (n=18)	50% (n=2)	75% (n=36)	81% (n=36)	85% (n=40)	100% (n=10)	83% (n=18)	70% (n=10)	81% (n=16)	100% (n=6)	72% (n=54)	75% (n=40)	83% (n=54)	89% (n=9)
Difference	+1	+3	+3	0	+11	+15	+22	-30	-1	-2	+1	0	-4	-8	-10	0	-1	-4	+4	-11
Writing*																				
1995-96		87% (n=78)				81% (n=21)				97% (n=30)				84% (n=25)				89% (n=54)		
1996-97		84% (n=61)				69% (n=13)				87% (n=37)				89% (n=9)				83% (n=41)		
Difference		-3				-12				-10				+5				-6		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 7: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Barton Hills Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	90% (n=39)	92% (n=39)	89% (n=44)	90% (n=38)	50% (n=2)	0% (n=1)	100% (n=2)	50% (n=2)	75% (n=4)	75% (n=4)	88% (n=8)	89% (n=9)	94% (n=33)	97% (n=34)	88% (n=33)	93% (n=27)	67% (n=6)	67% (n=6)	80% (n=5)	33% (n=3)
1996-97	80% (n=55)	97% (n=39)	96% (n=44)	90% (n=38)	100% (n=1)	100% (n=2)	0% (n=1)	100% (n=1)	40% (n=5)	100% (n=2)	80% (n=5)	83% (n=6)	83% (n=48)	97% (n=35)	100% (n=38)	90% (n=30)	100% (n=2)	100% (n=6)	80% (n=5)	100% (n=4)
Difference	-10	+5	+7	0	+50	+100	-100	+50	-35	+25	-8	-6	-11	0	+12	-3	+33	+33	0	+67
Reading																				
1995-96	92% (n=39)	95% (n=39)	91% (n=45)	92% (n=39)	50% (n=2)	0% (n=1)	100% (n=2)	50% (n=2)	50% (n=4)	75% (n=4)	88% (n=8)	100% (n=8)	100% (n=33)	100% (n=34)	91% (n=34)	93% (n=29)	50% (n=6)	83% (n=6)	80% (n=5)	50% (n=2)
1996-97	96% (n=54)	100% (n=39)	100% (n=44)	92% (n=38)	100% (n=1)	100% (n=2)	100% (n=1)	100% (n=1)	60% (n=5)	100% (n=2)	100% (n=5)	67% (n=6)	100% (n=47)	100% (n=35)	100% (n=38)	97% (n=30)	100% (n=2)	100% (n=6)	100% (n=5)	75% (n=4)
Difference	+4	+5	+9	0	+50	+100	0	+50	+10	+25	+12	-33	0	0	+9	+4	+50	+17	+20	+25%

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 8: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Becker Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	47% (n=38)	63% (n=32)	37% (n=38)		33% (n=6)	33% (n=3)	20% (n=5)		45% (n=29)	69% (n=26)	35% (n=29)		100% (n=3)	33% (n=3)	75% (n=4)		49% (n=35)	62% (n=26)	35% (n=29)	
1996-97	84% (n=37)	70% (n=33)	76% (n=29)		50% (n=2)	50% (n=4)	50% (n=2)		83% (n=29)	69% (n=26)	75% (n=24)		100% (n=6)	100% (n=3)	100% (n=3)		82% (n=33)	71% (n=28)	82% (n=22)	
Difference	+37	+7	+39		+17%	+17%	+30		+38	0%	+40		0	+67	+25		+33	+9	+47	
Reading																				
1995-96	70% (n=37)	63% (n=32)	63% (n=40)		60% (n=5)	67% (n=3)	40% (n=5)		72% (n=29)	60% (n=25)	63% (n=30)		67% (n=3)	75% (n=4)	80% (n=5)		68% (n=34)	56% (n=25)	65% (n=31)	
1996-97	91% (n=34)	81% (n=32)	90% (n=29)		100% (n=2)	75% (n=4)	100% (n=2)		92% (n=26)	80% (n=25)	88% (n=24)		83% (n=6)	100% (n=3)	100% (n=3)		90% (n=30)	79% (n=28)	86% (n=22)	
Difference	+21	+18	+27		+40	+8	+60		+20	+20	+25		+16	+25	+20		+22	+23	+21	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 9: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Blackshear Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	29% (n=35)	23% (n=40)	26% (n=31)	47% (n=36)	33% (n=21)	36% (n=14)	15% (n=13)	50% (n=18)	23% (n=13)	16% (n=25)	35% (n=17)	44% (n=16)	0% (n=1)	(n=0)	0% (n=1)	50% (n=2)	27% (n=34)	23% (n=40)	29% (n=28)	42% (n=33)
1996-97	52% (n=31)	56% (n=43)	33% (n=45)	43% (n=42)	54% (n=24)	56% (n=18)	27% (n=15)	47% (n=15)	50% (n=6)	56% (n=25)	39% (n=28)	40% (n=25)	(n=0)	(n=0)	0% (n=1)	50% (n=2)	54% (n=28)	58% (n=40)	32% (n=44)	42% (n=36)
Difference	+23	+33	+7	-4	+21	+20	+12	-3	+27	+40	+4	-4			0	0	+27	+35	+3	0
Reading*																				
1995-96	35% (n=29)	23% (n=40)	34% (n=32)	47% (n=34)	41% (n=17)	21% (n=14)	46% (n=13)	39% (n=18)	27% (n=11)	24% (n=25)	28% (n=18)	57% (n=14)	0% (n=1)	(n=0)	0% (n=1)	50% (n=2)	32% (n=28)	23% (n=40)	35% (n=29)	42% (n=31)
1996-97	52% (n=31)	61% (n=44)	42% (n=45)	49% (n=41)	57% (n=23)	67% (n=18)	50% (n=14)	69% (n=16)	43% (n=7)	58% (n=26)	43% (n=28)	35% (n=23)	(n=0)	(n=0)	0% (n=2)	50% (n=2)	54% (n=28)	63% (n=41)	41% (n=44)	46% (n=35)
Difference	+17	+38	+8	+2	+16	+46	+4	+30	+16	+34	+15	-22			0	0	+22	+40	+6	+4

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 10: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Blanton Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	27% (n=55)	39% (n=56)	53% (n=36)		22% (n=32)	26% (n=27)	44% (n=16)		37% (n=19)	33% (n=15)	57% (n=14)		25% (n=4)	71% (n=14)	67% (n=6)		24% (n=41)	34% (n=38)	50% (n=26)	
1996-97	62% (n=34)	65% (n=49)	80% (n=60)		50% (n=20)	55% (n=22)	70% (n=20)		78% (n=9)	76% (n=25)	79% (n=29)		80% (n=5)	50% (n=2)	100% (n=11)		56% (n=25)	61% (n=36)	81% (n=42)	
Difference	+35	+26	+27		+28	+29	+26		+41	+43	+22		+55	-21	+33		+32	+27	+31	
Reading*																				
1995-96	40% (n=53)	47% (n=57)	62% (n=37)		40% (n=30)	30% (n=27)	59% (n=17)		32% (n=19)	56% (n=16)	57% (n=14)		75% (n=4)	71% (n=14)	83% (n=6)		30% (n=40)	45% (n=40)	58% (n=26)	
1996-97	59% (n=34)	78% (n=49)	78% (n=60)		60% (n=20)	77% (n=22)	82% (n=22)		44% (n=9)	76% (n=25)	67% (n=27)		80% (n=5)	100% (n=2)	100% (n=11)		52% (n=25)	75% (n=36)	71% (n=41)	
Difference	+19	+31	+16		+20	+47	+23		+12	+20	+10		+5	+29	+17		+22	+30	+13	
Writing*																				
1995-96		62% (n=58)				52% (n=27)				61% (n=18)				85% (n=13)				59% (n=39)		
1996-97		68% (n=47)				71% (n=21)				65% (n=23)				67% (n=3)				68% (n=34)		
Difference		+6				+19				+4				-18				+9		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 11: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Boone Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	87% (n=115)	71% (n=103)	70% (n=135)		86% (n=7)	58% (n=12)	46% (n=13)		84% (n=37)	58% (n=33)	78% (n=41)		88% (n=67)	83% (n=54)	68% (n=79)		94% (n=16)	62% (n=21)	59% (n=27)	
1996-97	83% (n=122)	82% (n=109)	73% (n=102)		60% (n=10)	43% (n=7)	55% (n=11)		82% (n=34)	82% (n=34)	71% (n=31)		86% (n=78)	86% (n=64)	77% (n=56)		78% (n=27)	69% (n=16)	80% (n=20)	
Difference	-4	+11	+3		-26	-15	+9		-2	+24	-7		-2	+3	+9		-16	+7	+21	
Reading*																				
1995-96	77% (n=115)	80% (n=104)	73% (n=138)		71% (n=7)	83% (n=12)	62% (n=13)		78% (n=37)	73% (n=33)	73% (n=41)		78% (n=67)	82% (n=55)	73% (n=82)		63% (n=16)	82% (n=22)	59% (n=27)	
1996-97	83% (n=122)	81% (n=108)	85% (n=102)		80% (n=10)	71% (n=7)	82% (n=11)		79% (n=34)	82% (n=34)	84% (n=31)		85% (n=78)	80% (n=64)	88% (n=56)		85% (n=27)	81% (n=16)	85% (n=20)	
Difference	+6	+1	+12		+9	-12	+20		+1	+9	+11		+7	-2	+15		+22	-1	+26	
Writing*																				
1995-96		87% (n=102)				82% (n=11)				88% (n=32)				89% (n=55)				84% (n=19)		
1996-97		86% (n=101)				43% (n=7)				88% (n=32)				90% (n=59)				79% (n=14)		
Difference		-1				-39				0				+1				-5		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's Excel Program.

Table 12: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Brentwood Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	62% (n=76)	65% (n=69)	69% (n=62)		50% (n=4)	50% (n=2)	50% (n=2)		55% (n=22)	50% (n=18)	50% (n=10)		67% (n=49)	71% (n=48)	74% (n=50)		60% (n=37)	54% (n=26)	57% (n=30)	
1996-97	76% (n=53)	68% (n=74)	75% (n=71)		0% (n=1)	33% (n=3)	50% (n=2)		40% (n=10)	52% (n=23)	50% (n=20)		86% (n=42)	79% (n=47)	85% (n=48)		50% (n=20)	51% (n=35)	62% (n=29)	
Difference	+14	+3	+6		-50	-17	0		-15	+2	0		+19	+8	+11		-10	-3	+5	
Reading																				
1995-96	81% (n=75)	80% (n=69)	76% (n=63)		100% (n=3)	50% (n=2)	50% (n=2)		68% (n=22)	56% (n=18)	70% (n=10)		86% (n=49)	90% (n=48)	78% (n=51)		70% (n=37)	62% (n=26)	68% (n=31)	
1996-97	77% (n=53)	85% (n=71)	87% (n=70)		0% (n=1)	67% (n=3)	100% (n=2)		55% (n=11)	73% (n=22)	65% (n=20)		85% (n=41)	91% (n=45)	96% (n=47)		57% (n=21)	79% (n=34)	75% (n=28)	
Difference	-4	+5	+11		-100	+17	+50		-13	+17	-5		-1	+1	+18		-13	+17	+7	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 13: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Brooke Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	56%	63%	42%						56%	63%	42%			67%			54%	62%	41%	
	(n=41)	(n=51)	(n=31)		(n=0)	(n=0)	(n=0)		(n=41)	(n=48)	(n=31)		(n=0)	(n=3)	(n=0)		(n=37)	(n=42)	(n=27)	
1996-97	39%	62%	77%						36%	62%	77%		100%		50%		44%	57%	77%	
	(n=23)	(n=34)	(n=51)		(n=0)	(n=0)	(n=0)		(n=22)	(n=34)	(n=49)		(n=1)	(n=0)	(n=2)		(n=18)	(n=30)	(n=43)	
Difference	-17	-1	+35						-20	-1	+35						-10	-5	+36	
Reading																				
1995-96	56%	63%	60%						56%	63%	60%			67%			54%	57%	59%	
	(n=41)	(n=51)	(n=30)		(n=0)	(n=0)	(n=0)		(n=41)	(n=48)	(n=30)		(n=0)	(n=3)	(n=0)		(n=37)	(n=42)	(n=27)	
1996-97	48%	68%	82%						45%	68%	84%		100%		50%		50%	63%	79%	
	(n=21)	(n=34)	(n=51)		(n=0)	(n=0)	(n=0)		(n=20)	(n=34)	(n=49)		(n=1)	(n=0)	(n=2)		(n=16)	(n=30)	(n=43)	
Difference	-8	+5	+22						-11	+5	+24						-4	+6	+20	
Writing																				
1995-96		84%								85%				67%				83%		
		(n=51)				(n=0)				(n=48)				(n=3)				(n=42)		
1996-97		77%								77%								73%		
		(n=34)				(n=0)				(n=34)				(n=0)				(n=30)		
Difference		-7								-8								-10		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 14: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Brown Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	49%	89%	89%		10%	100%	80%		58%	95%	91%		100%	67%	100%		42%	88%	91%	
	(n=37)	(n=28)	(n=36)		(n=10)	(n=2)	(n=10)		(n=24)	(n=19)	(n=23)		(n=3)	(n=6)	(n=2)		(n=33)	(n=25)	(n=32)	
1996-97	92%	77%	84%		100%	100%	75%		85%	74%	82%		100%	50%	100%		91%	77%	81%	
	(n=25)	(n=35)	(n=44)		(n=8)	(n=6)	(n=4)		(n=13)	(n=27)	(n=33)		(n=4)	(n=2)	(n=6)		(n=21)	(n=30)	(n=37)	
Difference	+43	-12	-5		+90	0	-5		+27	-21	-9		0	-17	0		+49	-11	-10	
Reading																				
1995-96	62%	76%	81%		50%	100%	60%		63%	75%	87%		100%	67%	100%		58%	73%	81%	
	(n=37)	(n=29)	(n=36)		(n=10)	(n=2)	(n=10)		(n=24)	(n=20)	(n=23)		(n=3)	(n=6)	(n=2)		(n=33)	(n=26)	(n=32)	
1996-97	88%	77%	74%		75%	83%	50%		92%	78%	74%		100%	50%	83%		86%	83%	71%	
	(n=25)	(n=35)	(n=42)		(n=8)	(n=6)	(n=4)		(n=13)	(n=27)	(n=31)		(n=4)	(n=2)	(n=6)		(n=21)	(n=30)	(n=35)	
Difference	+26	+1	-7		+25	-17	-10		+29	+3	-13		0	-17	-17		+28	+10	-10	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 15: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Bryker Woods Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	94% (n=34)	88% (n=41)	91% (n=42)	95% (n=38)	100% (n=1)	100% (n=3)	(n=0)	67% (n=3)	100% (n=4)	33% (n=3)	50% (n=2)	100% (n=8)	92% (n=26)	91% (n=35)	93% (n=40)	96% (n=27)	100% (n=5)	20% (n=5)	50% (n=2)	100% (n=6)
1996-97	81% (n=42)	97% (n=32)	97% (n=36)	91% (n=57)	50% (n=2)	100% (n=1)	100% (n=2)	100% (n=1)	83% (n=6)	100% (n=4)	100% (n=1)	0% (n=1)	82% (n=34)	96% (n=25)	97% (n=33)	93% (n=55)	50% (n=4)	100% (n=2)	75% (n=4)	100% (n=3)
Difference	-13	+9	+6	-4	-50	0		+33	-17	+67	+50	-100	-10	+5	+4	-3	-50	+80	+25	0
Reading																				
1995-96	100% (n=34)	93% (n=41)	100% (n=42)	100% (n=38)	100% (n=1)	67% (n=3)	(n=0)	100% (n=3)	100% (n=4)	67% (n=3)	100% (n=2)	100% (n=8)	100% (n=26)	97% (n=35)	100% (n=40)	100% (n=27)	100% (n=5)	40% (n=5)	100% (n=2)	100% (n=6)
1996-97	93% (n=43)	97% (n=32)	100% (n=37)	98% (n=57)	50% (n=2)	100% (n=1)	100% (n=2)	100% (n=1)	100% (n=6)	100% (n=4)	100% (n=1)	100% (n=1)	94% (n=35)	96% (n=25)	100% (n=34)	98% (n=55)	75% (n=4)	100% (n=2)	100% (n=4)	100% (n=3)
Difference	-7	+4	0	-2	-50	+33		0	0	+33	0	0	-6	-1	0	-2	-25	+60	0	0

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 16: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Campbell Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	77% (n=35)	73% (n=48)	61% (n=44)	56% (n=59)	78% (n=23)	69% (n=39)	64% (n=33)	62% (n=37)	73% (n=11)	89% (n=9)	60% (n=10)	46% (n=22)	100% (n=1)	(n=0)	0% (n=1)	(n=0)	77% (n=31)	70% (n=43)	55% (n=38)	54% (n=54)
1996-97	70% (n=50)	82% (n=39)	64% (n=47)	73% (n=60)	67% (n=33)	88% (n=25)	65% (n=37)	77% (n=39)	77% (n=17)	71% (n=14)	60% (n=10)	70% (n=20)	(n=0)	(n=0)	(n=0)	(n=0)	70% (n=46)	82% (n=34)	62% (n=39)	73% (n=55)
Difference	-7	+9	+3	+17	-11	+19	+1	+15	+4	-18	0	+24					-7	+12	+7	+19
Reading*																				
1995-96	68% (n=37)	68% (n=47)	61% (n=46)	49% (n=59)	58% (n=24)	68% (n=38)	58% (n=33)	54% (n=37)	83% (n=12)	67% (n=9)	82% (n=11)	41% (n=22)	100% (n=1)	(n=0)	0% (n=1)	(n=0)	69% (n=32)	64% (n=42)	55% (n=40)	48% (n=54)
1996-97	67% (n=49)	68% (n=40)	56% (n=48)	72% (n=61)	65% (n=34)	73% (n=26)	61% (n=38)	80% (n=39)	73% (n=15)	57% (n=14)	40% (n=10)	62% (n=21)	(n=0)	(n=0)	(n=0)	(n=0)	64% (n=45)	66% (n=35)	53% (n=40)	71% (n=56)
Difference	-1	0	-5	+23	+7	+5	+3	+26	-10	-10	-42	+21					-5	+2	-2	+23

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 17: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Casis Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	90% (n=113)	91% (n=117)	95% (n=116)		(n=0)	50% (n=2)	100% (n=2)		80% (n=10)	67% (n=9)	88% (n=8)		93% (n=97)	93% (n=100)	96% (n=99)		92% (n=12)	80% (n=15)	80% (n=10)	
1996-97	96% (n=119)	97% (n=115)	97% (n=113)		(n=0)	100% (n=1)	100% (n=1)		92% (n=12)	100% (n=12)	90% (n=10)		96% (n=102)	96% (n=100)	98% (n=95)		93% (n=14)	91% (n=11)	93% (n=15)	
Difference	+6	+6	+2			+50	0		+12	+33	+2		+3	+3	+2		+1	+11	+13	
Reading																				
1995-96	96% (n=111)	96% (n=115)	98% (n=118)		(n=0)	50% (n=2)	100% (n=2)		80% (n=10)	78% (n=9)	100% (n=7)		99% (n=95)	98% (n=98)	97% (n=102)		100% (n=12)	80% (n=15)	91% (n=11)	
1996-97	96% (n=119)	98% (n=114)	100% (n=114)		(n=0)	100% (n=1)	100% (n=1)		83% (n=12)	92% (n=12)	100% (n=10)		97% (n=103)	99% (n=99)	100% (n=96)		93% (n=14)	100% (n=11)	100% (n=15)	
Difference	0	+2	+2			+50	0		+3	+14	0		-2	+1	+3		-7	+20	+9	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 18: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Cook Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	52% (n=106)	55% (n=73)	58% (n=79)		55% (n=40)	36% (n=25)	42% (n=19)		26% (n=19)	58% (n=26)	46% (n=28)		60% (n=45)	70% (n=20)	75% (n=28)		45% (n=69)	50% (n=46)	50% (n=52)	
1996-97	70% (n=95)	46% (n=98)	65% (n=81)		59% (n=32)	44% (n=32)	56% (n=27)		71% (n=31)	44% (n=23)	64% (n=25)		78% (n=27)	50% (n=40)	74% (n=27)		66% (n=55)	39% (n=59)	70% (n=47)	
Difference	+18	-9	+7		+4	+8	+14		+45	-14	+18		+18	-20	-1		+21	-11	+20	
Reading*																				
1995-96	65% (n=100)	59% (n=73)	65% (n=79)		68% (n=38)	42% (n=24)	68% (n=19)		44% (n=16)	58% (n=26)	50% (n=28)		71% (n=44)	81% (n=21)	71% (n=28)		56% (n=64)	46% (n=46)	56% (n=52)	
1996-97	72% (n=96)	66% (n=97)	69% (n=81)		67% (n=33)	69% (n=32)	63% (n=27)		74% (n=31)	48% (n=23)	72% (n=25)		70% (n=27)	74% (n=39)	74% (n=27)		59% (n=56)	56% (n=57)	68% (n=47)	
Difference	+7	+7	+4		-1	+27	-5		+30	-10	+22		-1	-7	+3		+3	+10	+12	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program

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Table 19: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Cunningham Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	67% (n=88)	73% (n=89)	76% (n=87)		50% (n=2)	50% (n=6)	67% (n=6)		63% (n=27)	76% (n=25)	58% (n=24)		68% (n=56)	74% (n=57)	84% (n=57)		53% (n=17)	67% (n=21)	71% (n=21)	
1996-97	66% (n=85)	78% (n=90)	89% (n=90)		0% (n=5)	60% (n=5)	86% (n=7)		48% (n=29)	83% (n=30)	83% (n=23)		82% (n=51)	76% (n=53)	92% (n=59)		50% (n=32)	72% (n=25)	74% (n=23)	
Difference	-1	+5	+13		-50	+10	+19		-15	+7	+25		+14	+2	+8		-3	+5	+3	
Reading*																				
1995-96	90% (n=88)	71% (n=88)	87% (n=87)		100% (n=2)	50% (n=6)	100% (n=6)		85% (n=27)	50% (n=24)	75% (n=24)		91% (n=56)	83% (n=57)	91% (n=57)		94% (n=16)	55% (n=20)	71% (n=21)	
1996-97	73% (n=84)	90% (n=91)	92% (n=90)		60% (n=5)	80% (n=5)	71% (n=7)		64% (n=28)	90% (n=30)	96% (n=23)		78% (n=51)	91% (n=54)	93% (n=59)		65% (n=31)	84% (n=25)	86% (n=22)	
Difference	-17	+19	+5		-40	+30	-29		-21	+40	+21		-13	+8	+2		-29	+29	+15	
Writing*																				
1995-96		90% (n=89)				83% (n=6)				91% (n=23)				90% (n=59)				70% (n=20)		
1996-97		84% (n=90)				75% (n=4)				90% (n=30)				82% (n=54)				79% (n=24)		
Difference		-6				-8				-1				-8				+9		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's Excel. Program.

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Table 20: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Davis Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	82% (n=92)	89% (n=100)	87% (n=93)		29% (n=7)	100% (n=3)	63% (n=8)		100% (n=5)	64% (n=11)	57% (n=7)		84% (n=77)	92% (n=85)	92% (n=76)		60% (n=10)	44% (n=9)	63% (n=8)	
1996-97	96% (n=95)	95% (n=93)	91% (n=99)		100% (n=1)	100% (n=4)	60% (n=5)		88% (n=8)	100% (n=6)	79% (n=14)		96% (n=81)	94% (n=81)	95% (n=80)		86% (n=7)	100% (n=7)	50% (n=10)	
Difference	+14	+6	+4		+71	0	-3		-12	+36	+22		+12	+2	+3		+26	+56	-13	
Reading*																				
1995-96	91% (n=90)	89% (n=102)	91% (n=93)		83% (n=6)	75% (n=4)	63% (n=8)		100% (n=5)	64% (n=11)	86% (n=7)		92% (n=76)	93% (n=86)	95% (n=76)		100% (n=9)	50% (n=10)	75% (n=8)	
1996-97	95% (n=95)	94% (n=96)	92% (n=101)		100% (n=1)	75% (n=4)	60% (n=5)		75% (n=8)	100% (n=6)	73% (n=15)		96% (n=82)	94% (n=84)	98% (n=81)		71% (n=7)	88% (n=8)	50% (n=10)	
Difference	+4	+5	+1		+17	0	-3		-25	+36	-13		+4	+1	+3		-29	+38	-25	
Writing*																				
1995-96		93% (n=98)				67% (n=3)				64% (n=11)				98% (n=83)				60% (n=10)		
1996-97		96% (n=97)				100% (n=4)				100% (n=6)				95% (n=85)				100% (n=8)		
Difference		+3				+33				+36				-3				+40		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 21: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Dawson Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	69% (n=29)	59% (n=29)	66% (n=41)		50% (n=2)	0% (n=2)	50% (n=2)		67% (n=21)	59% (n=22)	67% (n=36)		83% (n=6)	75% (n=4)	67% (n=3)		67% (n=21)	50% (n=22)	61% (n=31)	
1996-97	80% (n=39)	81% (n=41)	53% (n=36)		100% (n=3)	50% (n=2)	33% (n=3)		73% (n=30)	77% (n=31)	53% (n=30)		100% (n=6)	100% (n=8)	50% (n=2)		79% (n=28)	72% (n=29)	55% (n=29)	
Difference	+11	+22	-13		+50	+50	-17		+6	+18	-14		+17	+25	-17		+12	+22	-6	
Reading*																				
1995-96	81% (n=31)	57% (n=30)	65% (n=40)		67% (n=3)	50% (n=2)	0% (n=2)		77% (n=22)	52% (n=23)	66% (n=35)		100% (n=6)	75% (n=4)	100% (n=3)		83% (n=23)	52% (n=23)	60% (n=30)	
1996-97	83% (n=36)	75% (n=40)	64% (n=36)		100% (n=3)	50% (n=2)	67% (n=3)		78% (n=27)	74% (n=31)	60% (n=30)		100% (n=6)	86% (n=7)	100% (n=2)		77% (n=26)	73% (n=30)	59% (n=29)	
Difference	+2	+18	-1		+33	0	+67		+1	+22	-6		0	+11	0		-6	+21	-1	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 22: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Doss Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	97% (n=67)	95% (n=76)	93% (n=99)		100% (n=1)	50% (n=2)	(n=0)		86% (n=7)	100% (n=9)	86% (n=7)		98% (n=58)	95% (n=62)	93% (n=85)		100% (n=5)	67% (n=3)	67% (n=3)	
1996-97	99% (n=91)	93% (n=82)	99% (n=77)		(n=0)	50% (n=2)	100% (n=1)		100% (n=2)	60% (n=5)	100% (n=5)		99% (n=80)	97% (n=72)	99% (n=68)		100% (n=1)	67% (n=3)	100% (n=5)	
Difference	+2	-2	+6			0			+14	-40	+14		+1	+2	+6		0	0	+33	
Reading																				
1995-96	97% (n=67)	95% (n=73)	98% (n=99)		100% (n=1)	100% (n=1)	(n=0)		71% (n=7)	75% (n=8)	86% (n=7)		100% (n=58)	97% (n=62)	99% (n=85)		100% (n=5)	50% (n=2)	100% (n=3)	
1996-97	98% (n=90)	98% (n=83)	97% (n=75)		(n=0)	50% (n=2)	100% (n=1)		100% (n=2)	80% (n=5)	100% (n=5)		98% (n=79)	100% (n=73)	97% (n=67)		100% (n=1)	67% (n=3)	100% (n=5)	
Difference	+1	+3	-1			-50			+29	+5	+14		-2	+3	-2		0	+17	0	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 23: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Galindo Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	73% (n=71)	59% (n=80)	60% (n=67)		60% (n=5)	73% (n=11)	75% (n=4)		74% (n=50)	49% (n=53)	47% (n=45)		75% (n=16)	79% (n=14)	89% (n=18)		59% (n=44)	56% (n=64)	55% (n=47)	
1996-97	75% (n=81)	60% (n=65)	63% (n=78)		100% (n=9)	50% (n=6)	50% (n=6)		72% (n=53)	55% (n=42)	55% (n=51)		77% (n=17)	77% (n=17)	84% (n=19)		73% (n=56)	50% (n=46)	61% (n=61)	
Difference	+2	+1	+3		+40	-23	-25		-2	+6	+8		+2	-2	-5		+14	-6	+6	
Reading*																				
1995-96	75% (n=72)	65% (n=77)	68% (n=69)		40% (n=5)	82% (n=11)	75% (n=4)		77% (n=51)	55% (n=51)	62% (n=47)		81% (n=16)	92% (n=13)	83% (n=18)		60% (n=45)	60% (n=62)	61% (n=49)	
1996-97	86% (n=80)	75% (n=67)	72% (n=78)		100% (n=9)	50% (n=6)	50% (n=6)		87% (n=52)	79% (n=43)	71% (n=51)		77% (n=17)	72% (n=18)	84% (n=19)		86% (n=55)	67% (n=48)	67% (n=61)	
Difference	+11	+10	+4		+60	-32	-25		+10	+24	+9		-4	-20	+1		+26	+7	+6	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 24: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Govalle Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	40% (n=53)	50% (n=48)	35% (n=51)		36% (n=11)	27% (n=11)	38% (n=8)		42% (n=41)	58% (n=36)	37% (n=41)		0% (n=1)	(n=0)	0% (n=2)		36% (n=44)	48% (n=46)	33% (n=43)	
1996-97	60% (n=52)	53% (n=62)	52% (n=58)		56% (n=9)	64% (n=11)	42% (n=12)		62% (n=42)	50% (n=50)	56% (n=45)		0% (n=1)	100% (n=1)	(n=0)		62% (n=45)	58% (n=55)	51% (n=51)	
Difference	+20	+3	+17		+20	+37	+4		+20	-8	+19		0				+26	+10	+18	
Reading																				
1995-96	42% (n=52)	52% (n=48)	47% (n=51)		50% (n=10)	36% (n=11)	57% (n=7)		42% (n=41)	56% (n=36)	48% (n=42)		0% (n=1)	(n=0)	0% (n=2)		45% (n=42)	50% (n=46)	44% (n=43)	
1996-97	54% (n=52)	38% (n=60)	45% (n=58)		44% (n=9)	40% (n=10)	42% (n=12)		55% (n=42)	39% (n=49)	44% (n=45)		100% (n=1)	0% (n=1)	(n=0)		53% (n=45)	42% (n=53)	41% (n=51)	
Difference	+12	-14	-2		-6	+4	-15		+13	-17	-4		+100				+8	-8	-3	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 25: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Graham Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	57% (n=63)	82% (n=68)	93% (n=68)		45% (n=29)	64% (n=25)	86% (n=21)		60% (n=10)	92% (n=13)	100% (n=22)		71% (n=24)	93% (n=28)	92% (n=25)		58% (n=38)	79% (n=33)	92% (n=36)	
1996-97	87% (n=75)	85% (n=73)	89% (n=56)		77% (n=30)	83% (n=36)	78% (n=18)		94% (n=18)	83% (n=18)	92% (n=13)		96% (n=25)	90% (n=19)	96% (n=25)		85% (n=40)	85% (n=39)	85% (n=26)	
Difference	+30	+3	-4		+32	+19	-8		+34	-9	-8		+25	-3	+4		+27	+6	-7	
Reading*																				
1995-96	77% (n=62)	81% (n=68)	93% (n=68)		71% (n=28)	72% (n=25)	91% (n=21)		80% (n=10)	92% (n=13)	96% (n=22)		83% (n=24)	82% (n=28)	92% (n=25)		71% (n=38)	79% (n=33)	92% (n=36)	
1996-97	80% (n=76)	86% (n=72)	95% (n=55)		77% (n=31)	81% (n=36)	88% (n=17)		83% (n=18)	89% (n=18)	100% (n=13)		84% (n=25)	94% (n=18)	96% (n=25)		76% (n=41)	82% (n=39)	88% (n=25)	
Difference	+3	+5	+2		+6	+9	-3		+3	-3	+4		+1	+12	+4		+5	+3	-4	
Writing*																				
1995-96		97% (n=64)				91% (n=23)				100% (n=13)				100% (n=26)				94% (n=31)		
1996-97		92% (n=73)				89% (n=36)				94% (n=18)				95% (n=19)				95% (n=38)		
Difference		-5				-2				-6				-5				+1		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 26: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Gullett Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	87% (n=53)	84% (n=62)	100% (n=58)		(n=0)	(n=0)	(n=0)		83% (n=6)	57% (n=7)	100% (n=4)		87% (n=47)	87% (n=54)	100% (n=54)		100% (n=2)	33% (n=3)	100% (n=2)	
1996-97	98% (n=63)	78% (n=46)	100% (n=53)		100% (n=2)	(n=0)	(n=0)		80% (n=5)	100% (n=3)	100% (n=4)		100% (n=56)	77% (n=43)	100% (n=48)		80% (n=5)	100% (n=2)	100% (n=1)	
Difference	+11	-6	0						-3	+43	0		+13	-10	0		-20	+67	0	
Reading*																				
1995-96	96% (n=53)	90% (n=62)	100% (n=60)		(n=0)	(n=0)	(n=0)		100% (n=6)	71% (n=7)	100% (n=4)		96% (n=47)	93% (n=54)	100% (n=56)		100% (n=2)	67% (n=3)	100% (n=2)	
1996-97	98% (n=63)	94% (n=46)	100% (n=55)		100% (n=2)	(n=0)	(n=0)		100% (n=5)	100% (n=3)	100% (n=4)		98% (n=56)	93% (n=43)	100% (n=50)		100% (n=5)	100% (n=2)	100% (n=1)	
Difference	+2	+4	0						0	+29	0		+2	0	0		0	+33	0	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's Excel. Program.

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Table 27: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Harris Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	59% (n=46)	39% (n=52)	53% (n=70)		53% (n=30)	13% (n=24)	43% (n=37)		64% (n=14)	63% (n=27)	63% (n=30)		100% (n=2)	0% (n=1)	67% (n=3)		58% (n=36)	34% (n=47)	52% (n=65)	
1996-97	62% (n=45)	52% (n=60)	59% (n=59)		56% (n=27)	55% (n=38)	48% (n=27)		75% (n=16)	50% (n=20)	69% (n=32)		0% (n=1)	0% (n=2)	(n=0)		61% (n=43)	50% (n=54)	56% (n=54)	
Difference	+3	+13	+6		+3	+42	+5		+11	-13	+6		-100	0			+3	+16	+4	
Reading																				
1995-96	71% (n=45)	42% (n=50)	59% (n=68)		66% (n=29)	30% (n=23)	62% (n=37)		79% (n=14)	50% (n=26)	57% (n=28)		100% (n=2)	100% (n=1)	33% (n=3)		69% (n=36)	36% (n=45)	57% (n=63)	
1996-97	50% (n=46)	53% (n=59)	53% (n=58)		50% (n=28)	60% (n=37)	63% (n=27)		50% (n=16)	40% (n=20)	45% (n=31)		0% (n=1)	50% (n=2)	(n=0)		48% (n=44)	52% (n=54)	51% (n=53)	
Difference	-21	+11	-6		-16	+30	+1		-29	-10	-12		-100	-50			-21	+16	-6	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 28: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Highland Park Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	98% (n=79)	96% (n=99)	100% (n=77)		100% (n=2)	100% (n=1)	100% (n=1)		100% (n=6)	50% (n=4)	100% (n=9)		99% (n=67)	98% (n=92)	100% (n=67)		100% (n=2)	67% (n=3)	100% (n=2)	
1996-97	97% (n=88)	95% (n=84)	99% (n=94)		100% (n=3)	100% (n=3)	100% (n=1)		100% (n=1)	100% (n=7)	75% (n=4)		96% (n=83)	94% (n=70)	100% (n=88)		100% (n=2)	67% (n=3)	(n=0)	
Difference	-1	-1	-1		0	0	0		0	+50	-25		-3	-4	0		0	0		
Reading																				
1995-96	100% (n=82)	97% (n=100)	100% (n=78)		100% (n=3)	100% (n=1)	100% (n=2)		100% (n=6)	50% (n=4)	100% (n=9)		100% (n=69)	99% (n=93)	100% (n=67)		100% (n=2)	67% (n=3)	100% (n=2)	
1996-97	100% (n=89)	99% (n=85)	98% (n=94)		100% (n=3)	67% (n=3)	100% (n=1)		100% (n=1)	100% (n=7)	75% (n=4)		100% (n=84)	100% (n=71)	99% (n=88)		100% (n=2)	100% (n=3)	(n=0)	
Difference	0	+2	-2		0	-33	0		0	+50	-25		0	+1	-1		0	+33		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 29: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Hill Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	94% (n=102)	94% (n=116)	90% (n=115)		67% (n=3)	75% (n=4)	100% (n=3)		80% (n=5)	67% (n=3)	100% (n=7)		96% (n=89)	95% (n=106)	88% (n=93)		0% (n=1)	100% (n=1)	75% (n=4)	
1996-97	96% (n=129)	94% (n=100)	86% (n=113)		(n=0)	0% (n=2)	75% (n=4)		78% (n=9)	83% (n=6)	100% (n=3)		97% (n=111)	97% (n=87)	86% (n=102)		75% (n=4)	67% (n=3)	0% (n=2)	
Difference	+2	0	-4			-75	-25		-2	+16	0		+1	+2	-2		+75	-33	-75	
Reading																				
1995-96	96% (n=103)	94% (n=116)	96% (n=115)		67% (n=3)	75% (n=4)	100% (n=3)		100% (n=5)	100% (n=3)	100% (n=7)		97% (n=90)	94% (n=106)	96% (n=93)		100% (n=1)	100% (n=1)	75% (n=4)	
1996-97	97% (n=128)	97% (n=100)	93% (n=113)		(n=0)	50% (n=2)	75% (n=4)		78% (n=9)	100% (n=6)	100% (n=3)		98% (n=110)	98% (n=87)	93% (n=102)		75% (n=4)	100% (n=3)	0% (n=2)	
Difference	+1	+3	-3			-25	-25		-22	0	0		+1	+4	-3		-25	0	-75	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 30: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Houston Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	57% (n=67)	67% (n=70)	62% (n=58)		60% (n=20)	56% (n=18)	36% (n=14)		49% (n=41)	67% (n=42)	65% (n=34)		100% (n=5)	88% (n=8)	89% (n=9)		58% (n=57)	65% (n=57)	54% (n=39)	
1996-97	63% (n=72)	63% (n=81)	57% (n=83)		44% (n=16)	69% (n=16)	47% (n=19)		65% (n=48)	58% (n=57)	57% (n=58)		86% (n=7)	86% (n=7)	100% (n=3)		60% (n=63)	63% (n=73)	58% (n=73)	
Difference	+6	-4	-5		-16	+13	+11		+16	-9	-8		-14	-2	+11		+2	-2	+4	
Reading																				
1995-96	61% (n=69)	67% (n=66)	78% (n=60)		70% (n=20)	61% (n=18)	64% (n=14)		50% (n=42)	68% (n=38)	81% (n=36)		100% (n=6)	63% (n=8)	89% (n=9)		63% (n=57)	64% (n=53)	73% (n=41)	
1996-97	64% (n=70)	61% (n=80)	64% (n=83)		64% (n=14)	69% (n=16)	47% (n=19)		69% (n=48)	57% (n=56)	66% (n=58)		29% (n=7)	71% (n=7)	100% (n=3)		61% (n=61)	61% (n=72)	63% (n=73)	
Difference	+3	-6	-14		-6	+8	-17		+19	-11	-15		-71	+8	+11		-2	-3	-10	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 31: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Jordan Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	27% (n=52)	30% (n=40)	47% (n=43)		28% (n=36)	33% (n=24)	36% (n=33)		27% (n=15)	27% (n=15)	80% (n=10)		0% (n=1)	0% (n=1)	(n=0)		27% (n=52)	30% (n=40)	47% (n=43)	
1996-97	49% (n=35)	46% (n=65)	46% (n=46)		43% (n=28)	50% (n=42)	50% (n=28)		71% (n=7)	41% (n=22)	31% (n=16)		(n=0)	0% (n=1)	100% (n=2)		47% (n=32)	43% (n=61)	44% (n=45)	
Difference	+22	+16	-1		+15	+17	+14		+44	+14	-49			0			+20	+13	-3	
Reading																				
1995-96	35% (n=51)	34% (n=41)	57% (n=44)		39% (n=36)	36% (n=25)	52% (n=33)		29% (n=14)	33% (n=15)	73% (n=11)		0% (n=1)	0% (n=1)	(n=0)		35% (n=51)	34% (n=41)	57% (n=44)	
1996-97	43% (n=35)	52% (n=63)	49% (n=47)		39% (n=28)	55% (n=40)	55% (n=29)		57% (n=7)	50% (n=22)	31% (n=16)		(n=0)	0% (n=1)	100% (n=2)		41% (n=32)	51% (n=59)	48% (n=46)	
Difference	+8	+18	-8		0	+19	+3		+28	+17	-42			0			+6	+17	-9	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 32: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Joslin Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	63% (n=65)	60% (n=48)	76% (n=54)		33% (n=3)	25% (n=4)	25% (n=4)		50% (n=26)	44% (n=18)	61% (n=18)		74% (n=35)	80% (n=25)	90% (n=31)		48% (n=31)	46% (n=22)	71% (n=28)	
1996-97	71% (n=42)	75% (n=56)	62% (n=34)		80% (n=5)	0% (n=2)	0% (n=3)		43% (n=14)	65% (n=23)	70% (n=10)		87% (n=23)	87% (n=30)	70% (n=20)		62% (n=26)	68% (n=19)	47% (n=15)	
Difference	+8	+15	-14		+47	-25	-25		-7	+21	+9		+13	+7	-20		+14	+22	-24	
Reading*																				
1995-96	65% (n=65)	63% (n=48)	87% (n=53)		33% (n=3)	0% (n=4)	75% (n=4)		52% (n=27)	53% (n=19)	77% (n=17)		77% (n=34)	79% (n=24)	94% (n=31)		55% (n=31)	44% (n=23)	82% (n=27)	
1996-97	77% (n=43)	80% (n=56)	65% (n=34)		60% (n=5)	100% (n=2)	0% (n=3)		67% (n=15)	65% (n=23)	70% (n=10)		87% (n=23)	90% (n=30)	70% (n=20)		70% (n=27)	63% (n=19)	60% (n=15)	
Difference	+12	+17	-22		+27	+100	-75		+15	+12	-7		+10	+11	-24		+15	+19	-22	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 33: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Kiker Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	98% (n=142)	92% (n=168)	94% (n=138)		100% (n=1)	67% (n=3)	40% (n=5)		88% (n=16)	82% (n=17)	91% (n=22)		99% (n=117)	94% (n=132)	100% (n=103)		67% (n=3)	83% (n=6)	20% (n=5)	
1996-97	94% (n=169)	95% (n=160)	91% (n=180)		50% (n=2)	100% (n=3)	25% (n=4)		91% (n=22)	91% (n=21)	90% (n=20)		94% (n=129)	95% (n=127)	92% (n=141)		57% (n=7)	67% (n=3)	64% (n=11)	
Difference	-4	+3	-3		-50	+33	-15		+3	+9	-1		-5	+1	-8		-10	-16	+44	
Reading																				
1995-96	97% (n=141)	90% (n=164)	94% (n=139)		100% (n=1)	67% (n=3)	80% (n=5)		87% (n=15)	94% (n=16)	82% (n=22)		97% (n=117)	88% (n=129)	96% (n=104)		0% (n=2)	80% (n=5)	60% (n=5)	
1996-97	91% (n=168)	97% (n=162)	94% (n=179)		50% (n=2)	100% (n=3)	50% (n=4)		82% (n=22)	95% (n=21)	91% (n=21)		92% (n=128)	97% (n=129)	95% (n=139)		33% (n=6)	67% (n=3)	55% (n=11)	
Difference	-6	+7	0		-50	+33	-30		-5	+1	+9		-5	+9	-1		+33	-13	-5	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 34: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Kocurek Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	70% (n=111)	73% (n=126)	81% (n=140)		57% (n=7)	50% (n=8)	60% (n=10)		59% (n=39)	63% (n=30)	72% (n=36)		78% (n=64)	78% (n=88)	87% (n=89)		62% (n=29)	61% (n=23)	72% (n=29)	
1996-97	86% (n=134)	81% (n=121)	91% (n=138)		63% (n=8)	50% (n=10)	83% (n=6)		78% (n=40)	80% (n=40)	82% (n=39)		92% (n=84)	86% (n=69)	95% (n=91)		64% (n=28)	77% (n=35)	76% (n=29)	
Difference	+16	+8	+10		+6	0	+23		+19	+17	+10		+14	+8	+8		+2	+16	+4	
Reading*																				
1995-96	82% (n=113)	84% (n=127)	82% (n=142)		100% (n=7)	63% (n=8)	70% (n=10)		81% (n=41)	77% (n=31)	72% (n=36)		83% (n=64)	88% (n=88)	88% (n=91)		80% (n=30)	61% (n=23)	72% (n=29)	
1996-97	83% (n=134)	84% (n=121)	86% (n=138)		63% (n=8)	89% (n=9)	71% (n=7)		73% (n=41)	76% (n=41)	85% (n=39)		90% (n=83)	87% (n=69)	87% (n=90)		64% (n=28)	70% (n=33)	70% (n=30)	
Difference	+1	0	+4		-37	+26	+1		-8	-1	+13		+7	-1	-1		-16	+9	-2	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 35: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Langford Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	32% (n=75)	45% (n=71)	68% (n=57)		31% (n=13)	36% (n=11)	30% (n=10)		18% (n=40)	44% (n=52)	67% (n=30)		59% (n=22)	71% (n=7)	94% (n=17)		32% (n=54)	42% (n=53)	65% (n=40)	
1996-97	62% (n=68)	41% (n=81)	60% (n=77)		44% (n=9)	31% (n=13)	58% (n=12)		55% (n=40)	32% (n=50)	58% (n=57)		83% (n=18)	72% (n=18)	75% (n=8)		59% (n=49)	32% (n=62)	54% (n=63)	
Difference	+30	-4	-8		+13	-5	+28		+37	-12	-9		+24	+1	-19		+27	-10	-11	
Reading*																				
1995-96	57% (n=75)	49% (n=71)	61% (n=59)		75% (n=12)	50% (n=10)	50% (n=10)		48% (n=40)	44% (n=52)	50% (n=32)		65% (n=23)	75% (n=8)	88% (n=17)		56% (n=54)	46% (n=52)	60% (n=42)	
1996-97	62% (n=68)	51% (n=82)	68% (n=78)		67% (n=9)	69% (n=13)	83% (n=12)		55% (n=40)	38% (n=53)	63% (n=57)		78% (n=18)	81% (n=16)	78% (n=9)		61% (n=49)	44% (n=64)	64% (n=63)	
Difference	+5	+2	+7		-8	+19	+33		+7	-6	+13		+13	+6	-10		+5	-2	+4	
Writing*																				
1995-96		66% (n=70)				70% (n=10)				63% (n=51)				88% (n=8)				62% (n=52)		
1996-97		58% (n=83)				77% (n=13)				42% (n=52)				89% (n=18)				50% (n=64)		
Difference		-8				+7				-21				+1				-12		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 36: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Lee Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	94% (n=46)	92% (n=48)	90% (n=50)	81% (n=36)	0% (n=1)	100% (n=2)	0% (n=1)	33% (n=3)	80% (n=5)	83% (n=6)	50% (n=4)	80% (n=5)	97% (n=39)	92% (n=38)	96% (n=45)	83% (n=24)	80% (n=5)	86% (n=7)	60% (n=5)	33% (n=6)
1996-97	96% (n=47)	94% (n=48)	96% (n=48)	93% (n=45)	50% (n=2)	50% (n=2)	100% (n=2)	100% (n=2)	86% (n=7)	100% (n=5)	83% (n=6)	100% (n=2)	100% (n=36)	95% (n=40)	97% (n=38)	93% (n=41)	75% (n=4)	100% (n=4)	100% (n=7)	80% (n=5)
Difference	+2	+2	+6	+12	+50	-50	+100	+67	+6	+17	+33	+20	+3	+3	+1	+10	-5	+14	+40	+47
Reading*																				
1995-96	96% (n=46)	89% (n=47)	96% (n=50)	95% (n=37)	100% (n=1)	50% (n=2)	100% (n=1)	67% (n=3)	80% (n=5)	83% (n=6)	50% (n=4)	100% (n=6)	97% (n=39)	92% (n=38)	100% (n=45)	100% (n=24)	80% (n=5)	100% (n=6)	60% (n=5)	86% (n=7)
1996-97	100% (n=47)	96% (n=48)	90% (n=48)	98% (n=46)	100% (n=2)	50% (n=2)	100% (n=2)	100% (n=2)	100% (n=7)	80% (n=5)	83% (n=6)	100% (n=2)	100% (n=36)	100% (n=40)	90% (n=38)	98% (n=42)	100% (n=4)	75% (n=4)	86% (n=7)	100% (n=5)
Difference	+4	+7	-6	+3	0	0	0	+33	+20	-3	+33	0	+3	+8	-10	-2	+20	-25	+26	+14
Writing*																				
1995-96		94% (n=49)				100% (n=2)				86% (n=7)				95% (n=39)				83% (n=6)		
1996-97		94% (n=47)				0% (n=1)				80% (n=5)				98% (n=40)				80% (n=5)		
Difference		0				-100				-6				+3				-3		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 37: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Linder Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	50% (n=64)	56% (n=66)	77% (n=61)		69% (n=13)	50% (n=8)	40% (n=10)		39% (n=41)	51% (n=47)	80% (n=40)		75% (n=8)	82% (n=11)	100% (n=10)		47% (n=55)	46% (n=50)	74% (n=50)	
1996-97	75% (n=64)	71% (n=65)	79% (n=63)		77% (n=13)	86% (n=7)	60% (n=5)		68% (n=34)	63% (n=48)	75% (n=44)		88% (n=16)	100% (n=7)	100% (n=14)		69% (n=48)	66% (n=56)	77% (n=48)	
Difference	+25	+15	+2		+8	+36	+20		+29	+12	-5		+13	+18	0		+22	+20	+3	
Reading*																				
1995-96	58% (n=64)	64% (n=64)	74% (n=62)		69% (n=13)	43% (n=7)	40% (n=10)		54% (n=41)	62% (n=47)	81% (n=41)		50% (n=8)	90% (n=10)	80% (n=10)		55% (n=55)	56% (n=48)	71% (n=51)	
1996-97	72% (n=65)	70% (n=67)	72% (n=64)		77% (n=13)	86% (n=7)	40% (n=5)		63% (n=35)	64% (n=50)	71% (n=45)		88% (n=16)	86% (n=7)	86% (n=14)		63% (n=49)	66% (n=58)	67% (n=49)	
Difference	+14	+6	-2		+8	+43	0		+9	+2	-10		+38	-4	+6		+8	+10	-4	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 38: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Maplewood Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	86% (n=35)	89% (n=27)	72% (n=39)	78% (n=37)	87% (n=15)	86% (n=14)	59% (n=22)	70% (n=23)	71% (n=8)	100% (n=7)	80% (n=10)	83% (n=6)	92% (n=12)	83% (n=6)	100% (n=7)	100% (n=8)	79% (n=19)	88% (n=17)	65% (n=23)	68% (n=22)
1996-97	87% (n=37)	77% (n=34)	79% (n=28)	67% (n=36)	80% (n=20)	85% (n=13)	85% (n=13)	64% (n=22)	86% (n=7)	44% (n=8)	75% (n=8)	73% (n=11)	100% (n=10)	85% (n=13)	83% (n=6)	67% (n=3)	82% (n=28)	59% (n=17)	75% (n=16)	58% (n=26)
Difference	+1	-12	+7	-11	-7	-1	+26	-6	+15	-56	-5	-10	+8	+2	-7	-33	+3	-29	+10	-10
Reading																				
1995-96	97% (n=34)	83% (n=29)	75% (n=40)	78% (n=37)	93% (n=15)	69% (n=16)	68% (n=22)	74% (n=23)	100% (n=7)	100% (n=7)	73% (n=11)	83% (n=6)	100% (n=12)	100% (n=6)	100% (n=7)	88% (n=8)	95% (n=19)	74% (n=19)	67% (n=24)	73% (n=22)
1996-97	92% (n=36)	68% (n=34)	93% (n=27)	69% (n=36)	84% (n=19)	64% (n=14)	100% (n=13)	59% (n=22)	100% (n=7)	50% (n=8)	75% (n=8)	82% (n=11)	100% (n=10)	83% (n=12)	100% (n=5)	100% (n=3)	89% (n=27)	59% (n=17)	94% (n=16)	69% (n=26)
Difference	-5	-15	+18	-9	-9	-5	+32	-15	0	-50	+2	-1	0	-17	0	+12	-6	-15	+27	-4

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 39: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Mathews Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	84% (n=38)	69% (n=35)	60% (n=40)	78% (n=37)	67% (n=3)	40% (n=5)	67% (n=6)	75% (n=4)	77% (n=13)	46% (n=11)	25% (n=12)	56% (n=16)	89% (n=18)	88% (n=16)	72% (n=18)	100% (n=16)	79% (n=14)	42% (n=12)	41% (n=17)	63% (n=16)
1996-97	82% (n=28)	79% (n=53)	83% (n=35)	69% (n=48)	50% (n=6)	71% (n=7)	60% (n=5)	60% (n=10)	75% (n=8)	77% (n=22)	64% (n=11)	41% (n=17)	100% (n=12)	79% (n=19)	100% (n=17)	95% (n=20)	60% (n=10)	67% (n=24)	60% (n=10)	46% (n=22)
Difference	-2	+10	+23	-9	-17	+31	-7	-15	-2	+31	+39	-15	+11	-9	+28	-5	-19	+25	+19	-17
Reading*																				
1995-96	85% (n=39)	77% (n=35)	71% (n=41)	75% (n=36)	67% (n=3)	60% (n=5)	86% (n=7)	50% (n=4)	77% (n=13)	46% (n=11)	33% (n=12)	53% (n=15)	90% (n=19)	100% (n=16)	84% (n=19)	100% (n=16)	71% (n=14)	42% (n=12)	53% (n=17)	53% (n=15)
1996-97	92% (n=25)	80% (n=54)	89% (n=35)	83% (n=46)	75% (n=4)	71% (n=7)	80% (n=5)	80% (n=10)	88% (n=8)	61% (n=23)	73% (n=11)	73% (n=15)	100% (n=12)	100% (n=19)	100% (n=17)	90% (n=20)	71% (n=7)	60% (n=25)	70% (n=10)	70% (n=20)
Difference	+7	+3	+18	+8	+8	+11	-6	+30	+11	+15	+40	+20	+10	0	+16	-10	0	+18	+17	+17
Writing*																				
1995-96		77% (n=34)				60% (n=5)				55% (n=11)				93% (n=15)				42% (n=12)		
1996-97		76% (n=53)				43% (n=7)				64% (n=22)				95% (n=19)				58% (n=24)		
Difference		-1				-17				+9				+2				+16		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 40: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Menchaca Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	76% (n=109)	92% (n=119)	92% (n=117)		0% (n=1)	100% (n=3)	60% (n=5)		64% (n=14)	83% (n=18)	95% (n=19)		79% (n=94)	93% (n=96)	93% (n=88)		38% (n=8)	92% (n=13)	67% (n=9)	
1996-97	90% (n=138)	97% (n=116)	91% (n=121)		100% (n=1)	100% (n=1)	100% (n=2)		84% (n=19)	81% (n=16)	77% (n=22)		90% (n=115)	99% (n=99)	94% (n=95)		91% (n=11)	60% (n=5)	92% (n=13)	
Difference	+14	+5	-1		+100	0	+40		+20	-2	-18		+11	+6	+1		+53	-32	+25	
Reading																				
1995-96	93% (n=111)	95% (n=118)	97% (n=116)		0% (n=1)	67% (n=3)	80% (n=5)		79% (n=14)	94% (n=17)	100% (n=19)		96% (n=96)	96% (n=96)	97% (n=87)		75% (n=8)	92% (n=13)	100% (n=8)	
1996-97	96% (n=138)	98% (n=116)	98% (n=121)		100% (n=1)	100% (n=1)	100% (n=2)		90% (n=20)	94% (n=16)	100% (n=22)		97% (n=114)	99% (n=99)	98% (n=95)		92% (n=12)	80% (n=5)	100% (n=13)	
Difference	+3	+3	+1		+100	+33	+20		+11	0	0		+1	+3	+1		+17	-12	0	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 41: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Metz Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	40%	50%	43%	56%					39%	50%	40%	56%	100%		100%		41%	48%	43%	57%
	(n=52)	(n=32)	(n=49)	(n=41)	(n=0)	(n=0)	(n=0)	(n=0)	(n=51)	(n=32)	(n=47)	(n=41)	(n=1)	(n=0)	(n=1)	(n=0)	(n=46)	(n=27)	(n=47)	(n=35)
1996-97	70%	47%	35%	49%	100%				68%	46%	36%	49%	100%	100%	0%	0%	66%	48%	43%	50%
	(n=43)	(n=45)	(n=37)	(n=47)	(n=1)	(n=0)	(n=0)	(n=0)	(n=40)	(n=44)	(n=36)	(n=45)	(n=2)	(n=1)	(n=1)	(n=1)	(n=38)	(n=42)	(n=30)	(n=44)
Difference	+30	-3	-8	-7					+29	-4	-4	-7	0		-100		+25	+0	0	-7
Reading*																				
1995-96	39%	50%	45%	83%					38%	50%	45%	83%	100%		100%		38%	48%	47%	83%
	(n=51)	(n=32)	(n=49)	(n=41)	(n=0)	(n=0)	(n=0)	(n=0)	(n=50)	(n=32)	(n=47)	(n=41)	(n=1)	(n=0)	(n=1)	(n=0)	(n=45)	(n=27)	(n=47)	(n=35)
1996-97	72%	47%	64%	70%	0%				73%	46%	63%	71%	100%	100%	100%	100%	71%	45%	62%	74%
	(n=43)	(n=45)	(n=36)	(n=46)	(n=1)	(n=0)	(n=0)	(n=0)	(n=40)	(n=44)	(n=35)	(n=44)	(n=2)	(n=1)	(n=1)	(n=1)	(n=38)	(n=42)	(n=29)	(n=43)
Difference	+33	-3	+19	-13					+35	-4	+18	-12	0		0		+33	-3	+15	-9

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 42: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Norman Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	49% (n=55)	42% (n=38)	43% (n=40)		47% (n=43)	48% (n=29)	39% (n=28)		58% (n=12)	22% (n=9)	44% (n=9)				67% (n=3)		47% (n=47)	41% (n=37)	37% (n=35)	
1996-97	36% (n=50)	46% (n=67)	48% (n=40)		42% (n=33)	46% (n=44)	40% (n=30)		25% (n=16)	46% (n=22)	70% (n=10)		0% (n=1)	100% (n=1)	(n=0)		35% (n=46)	41% (n=59)	46% (n=39)	
Difference	-13	+4	+5		-5	-2	+1		-33	+24	+26						-12	0	+9	
Reading																				
1995-96	51% (n=55)	39% (n=39)	38% (n=40)		54% (n=43)	47% (n=30)	36% (n=28)		42% (n=12)	11% (n=9)	44% (n=9)				33% (n=3)		47% (n=47)	37% (n=38)	34% (n=35)	
1996-97	32% (n=50)	45% (n=67)	48% (n=40)		36% (n=33)	43% (n=44)	43% (n=30)		25% (n=16)	46% (n=22)	60% (n=10)		0% (n=1)	100% (n=1)	(n=0)		33% (n=46)	41% (n=59)	46% (n=39)	
Difference	-19	+6	+10		-18	-4	+7		-17	+35	+16						-14	+4	+12	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 43: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Oak Hill Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	86% (n=111)	95% (n=107)	84% (n=137)		100% (n=2)	100% (n=2)	50% (n=4)		77% (n=13)	70% (n=10)	63% (n=16)		87% (n=94)	98% (n=94)	88% (n=117)		83% (n=12)	89% (n=9)	50% (n=20)	
1996-97	92% (n=101)	93% (n=109)	99% (n=103)		50% (n=2)	100% (n=1)	100% (n=2)		83% (n=12)	69% (n=13)	100% (n=7)		94% (n=87)	96% (n=93)	99% (n=94)		75% (n=12)	75% (n=8)	100% (n=7)	
Difference	+6	-2	+15		-50	0	+50		+6	-1	+37		+7	-2	+11		-8	-14	+50	
Reading*																				
1995-96	95% (n=111)	87% (n=110)	87% (n=136)		50% (n=2)	100% (n=2)	75% (n=4)		100% (n=13)	70% (n=10)	75% (n=16)		95% (n=94)	89% (n=97)	89% (n=116)		92% (n=12)	82% (n=11)	65% (n=20)	
1996-97	96% (n=100)	96% (n=110)	95% (n=105)		100% (n=2)	100% (n=1)	100% (n=2)		92% (n=12)	92% (n=13)	86% (n=7)		97% (n=86)	97% (n=94)	96% (n=96)		91% (n=11)	100% (n=8)	88% (n=8)	
Difference	+1	+9	+8		+50	0	+25		-8	+22	+11		+2	+8	+7		-1	+18	+23	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 44: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Oak Springs Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	47%	50%	38%		45%	55%	37%		50%	43%	40%						44%	47%	25%	
	(n=34)	(n=34)	(n=34)		(n=20)	(n=20)	(n=19)		(n=14)	(n=14)	(n=15)		(n=0)	(n=0)	(n=0)		(n=23)	(n=17)	(n=4)	
1996-97	89%	45%	30%		83%	38%	21%		93%	53%	44%		100%				89%	43%	32%	
	(n=27)	(n=31)	(n=23)		(n=12)	(n=16)	(n=14)		(n=14)	(n=15)	(n=9)		(n=1)	(n=0)	(n=0)		(n=27)	(n=30)	(n=22)	
Difference	+42	-5	-8		+38	-17	-16		+43	+10	+4						+45	-4	+7	
Reading*																				
1995-96	46%	41%	50%		47%	45%	63%		43%	36%	33%						41%	35%	50%	
	(n=33)	(n=34)	(n=34)		(n=19)	(n=20)	(n=19)		(n=14)	(n=14)	(n=15)		(n=0)	(n=0)	(n=0)		(n=22)	(n=17)	(n=4)	
1996-97	74%	42%	35%		75%	38%	31%		73%	47%	40%						74%	40%	36%	
	(n=27)	(n=31)	(n=23)		(n=12)	(n=16)	(n=13)		(n=15)	(n=15)	(n=10)		(n=0)	(n=0)	(n=0)		(n=27)	(n=30)	(n=22)	
Difference	+28	+1	-15		+28	-7	-32		+30	+11	+7						+33	+5	-14	
Writing*																				
1995-96		77%				80%				73%								78%		
		(n=35)				(n=20)				(n=15)				(n=0)				(n=18)		
1996-97		48%				40%				56%								50%		
		(n=31)				(n=15)				(n=16)				(n=0)				(n=30)		
Difference		-29				-40				-17								-28		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 45: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Odom Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	54% (n=84)	61% (n=74)	78% (n=81)		46% (n=11)	70% (n=10)	63% (n=8)		54% (n=37)	52% (n=27)	73% (n=40)		57% (n=35)	67% (n=36)	88% (n=32)		48% (n=42)	53% (n=40)	81% (n=47)	
1996-97	73% (n=82)	72% (n=87)	73% (n=80)		83% (n=6)	50% (n=8)	70% (n=10)		71% (n=44)	73% (n=44)	63% (n=32)		73% (n=30)	79% (n=34)	83% (n=36)		70% (n=43)	67% (n=48)	65% (n=46)	
Difference	+19	+11	-5		+37	-20	+7		+17	+21	-10		+16	+12	-5		+22	+14	-16	
Reading*																				
1995-96	67% (n=84)	72% (n=75)	81% (n=84)		50% (n=10)	70% (n=10)	88% (n=8)		68% (n=38)	59% (n=27)	74% (n=43)		71% (n=35)	84% (n=37)	88% (n=32)		65% (n=43)	66% (n=41)	82% (n=49)	
1996-97	77% (n=82)	76% (n=87)	77% (n=81)		83% (n=6)	88% (n=8)	70% (n=10)		71% (n=44)	71% (n=44)	66% (n=32)		83% (n=30)	82% (n=34)	89% (n=37)		70% (n=43)	71% (n=49)	68% (n=47)	
Difference	+10	+4	-4		+33	+18	-18		+3	+12	-8		+12	-2	+1		+5	+5	-14	
Writing*																				
1995-96		91% (n=75)				90% (n=10)				93% (n=28)				89% (n=36)				90% (n=41)		
1996-97		82% (n=89)				88% (n=8)				77% (n=47)				88% (n=34)				74% (n=49)		
Difference		-9				-2				-16				-1				-16		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 46: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Ortega Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	70%	64%	65%	82%	100%	71%	33%	100%	68%	61%	71%	77%		100%	0%		65%	61%	55%	79%
	(n=23)	(n=39)	(n=26)	(n=17)	(n=1)	(n=7)	(n=3)	(n=4)	(n=22)	(n=31)	(n=21)	(n=13)	(n=0)	(n=1)	(n=1)	(n=0)	(n=20)	(n=31)	(n=20)	(n=14)
1996-97	49%	60%	51%	100%	0%	67%	67%	100%	59%	59%	46%	100%			100%		42%	62%	50%	100%
	(n=39)	(n=25)	(n=35)	(n=13)	(n=7)	(n=3)	(n=6)	(n=1)	(n=32)	(n=22)	(n=28)	(n=11)	(n=0)	(n=0)	(n=1)	(n=0)	(n=31)	(n=21)	(n=28)	(n=8)
Difference	-21	-4	-14	+18	-100	-4	+34	0	-9	-2	-25	+23			+100		-23	+1	-5	+21
Reading																				
1995-96	82%	67%	69%	94%	100%	57%	33%	75%	81%	68%	76%	100%		100%	0%		79%	65%	60%	100%
	(n=22)	(n=39)	(n=26)	(n=17)	(n=1)	(n=7)	(n=3)	(n=4)	(n=21)	(n=31)	(n=21)	(n=13)	(n=0)	(n=1)	(n=1)	(n=0)	(n=19)	(n=31)	(n=20)	(n=14)
1996-97	54%	76%	66%	100%	14%	67%	83%	100%	63%	77%	61%	100%			100%		48%	81%	61%	100%
	(n=39)	(n=25)	(n=35)	(n=13)	(n=7)	(n=3)	(n=6)	(n=1)	(n=32)	(n=22)	(n=28)	(n=11)	(n=0)	(n=0)	(n=1)	(n=0)	(n=31)	(n=21)	(n=28)	(n=8)
Difference	-28	+9	-3	+6	-86	+10	+50	+25	-18	+9	-15	0			+100		-31	+16	+1	0

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 47: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Palm Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	44% (n=52)	59% (n=75)	55% (n=67)		33% (n=12)	46% (n=13)	25% (n=12)		46% (n=24)	55% (n=42)	50% (n=38)		47% (n=15)	74% (n=19)	88% (n=17)		39% (n=33)	49% (n=51)	42% (n=41)	
1996-97	46% (n=66)	54% (n=59)	63% (n=79)		25% (n=12)	33% (n=15)	63% (n=16)		39% (n=36)	58% (n=26)	58% (n=45)		71% (n=17)	65% (n=17)	77% (n=17)		46% (n=44)	48% (n=31)	61% (n=59)	
Difference	+2	-5	+8		-8	-13	+38		-7	+3	+8		+24	-9	-11		+7	-1	+19	
Reading*																				
1995-96	61% (n=51)	61% (n=74)	60% (n=67)		75% (n=12)	58% (n=12)	33% (n=12)		50% (n=24)	52% (n=42)	53% (n=38)		64% (n=14)	79% (n=19)	94% (n=17)		52% (n=31)	54% (n=50)	42% (n=41)	
1996-97	54% (n=63)	53% (n=59)	66% (n=80)		42% (n=12)	40% (n=15)	63% (n=16)		50% (n=34)	52% (n=27)	59% (n=46)		69% (n=16)	63% (n=16)	88% (n=17)		54% (n=41)	44% (n=32)	63% (n=60)	
Difference	-7	-8	+6		-33	-18	+30		0	0	+6		+5	-16	-6		+2	-10	+21	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 48: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Patton Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	86% (n=150)	94% (n=121)	93% (n=136)		67% (n=3)	100% (n=5)	83% (n=6)		75% (n=20)	90% (n=19)	92% (n=12)		88% (n=120)	95% (n=91)	93% (n=112)		92% (n=12)	100% (n=3)	80% (n=5)	
1996-97	91% (n=162)	93% (n=163)	90% (n=131)		25% (n=4)	60% (n=5)	100% (n=6)		95% (n=19)	74% (n=19)	80% (n=20)		93% (n=129)	97% (n=125)	92% (n=98)		73% (n=11)	79% (n=14)	83% (n=6)	
Difference	+5	-1	-3		-42	-40	+17		+20	-16	-12		+5	+2	-1		-19	-21	+3	
Reading*																				
1995-96	95% (n=151)	96% (n=122)	94% (n=137)		33% (n=3)	100% (n=6)	100% (n=6)		85% (n=20)	95% (n=19)	92% (n=12)		98% (n=121)	97% (n=91)	94% (n=113)		83% (n=12)	100% (n=3)	80% (n=5)	
1996-97	96% (n=159)	96% (n=161)	96% (n=131)		100% (n=4)	100% (n=5)	100% (n=6)		100% (n=19)	84% (n=19)	85% (n=20)		96% (n=127)	98% (n=124)	98% (n=98)		100% (n=10)	92% (n=13)	83% (n=6)	
Difference	+1	0	+2		+67	0	0		+15	-11	-7		-2	+1	+4		+17	-8	+3	
Writing*																				
1995-96	99% (n=117)				100% (n=5)				100% (n=18)				99% (n=88)				100% (n=3)			
1996-97	98% (n=159)				100% (n=5)				95% (n=19)				98% (n=121)				100% (n=14)			
Difference	-1				0				-5				-1				0			

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 49: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Pease Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	54% (n=37)	69% (n=29)	85% (n=40)	67% (n=36)	43% (n=14)	46% (n=11)	64% (n=14)	50% (n=20)	29% (n=7)	73% (n=11)	100% (n=9)	71% (n=7)	75% (n=16)	100% (n=7)	94% (n=17)	100% (n=9)	33% (n=3)	60% (n=5)	67% (n=6)	50% (n=8)
1996-97	68% (n=38)	66% (n=38)	86% (n=29)	92% (n=37)	53% (n=15)	57% (n=14)	73% (n=11)	86% (n=14)	71% (n=7)	33% (n=9)	92% (n=12)	100% (n=7)	81% (n=16)	93% (n=15)	100% (n=6)	94% (n=16)	57% (n=7)	25% (n=4)	86% (n=7)	100% (n=4)
Difference	+14	-3	+1	+25	+10	+11	+9	+36	+42	-40	-8	+29	+6	-7	+6	-6	+24	-35	+19	+50
Reading																				
1995-96	76% (n=37)	76% (n=29)	95% (n=40)	78% (n=36)	57% (n=14)	64% (n=11)	86% (n=14)	70% (n=20)	57% (n=7)	73% (n=11)	100% (n=9)	71% (n=7)	100% (n=16)	100% (n=7)	100% (n=17)	100% (n=9)	67% (n=3)	80% (n=5)	67% (n=6)	38% (n=8)
1996-97	70% (n=40)	81% (n=36)	90% (n=29)	97% (n=37)	63% (n=16)	69% (n=13)	73% (n=11)	93% (n=14)	50% (n=8)	75% (n=8)	100% (n=12)	100% (n=7)	88% (n=16)	93% (n=15)	100% (n=6)	100% (n=16)	33% (n=9)	33% (n=3)	86% (n=7)	75% (n=4)
Difference	-6	+5	-5	+19	+6	+5	-13	+23	-7	+2	0	+29	-12	-7	0	0	-34	-47	+19	+37

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 50: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Pecan Springs Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	34%	47%	39%		31%	48%	37%		36%	39%	35%		100%	100%	100%		34%	40%	38%	
	(n=50)	(n=43)	(n=57)		(n=35)	(n=29)	(n=35)		(n=14)	(n=13)	(n=20)		(n=1)	(n=1)	(n=2)		(n=44)	(n=35)	(n=48)	
1996-97	37%	51%	45%		38%	53%	36%		42%	44%	62%		0%	100%	100%		35%	49%	41%	
	(n=63)	(n=51)	(n=47)		(n=48)	(n=34)	(n=33)		(n=12)	(n=16)	(n=13)		(n=3)	(n=1)	(n=1)		(n=54)	(n=45)	(n=42)	
Difference	+3	+4	+6		+7	+5	-1		+6	+5	+27		-100	0	0		+1	+9	+3	
Reading																				
1995-96	44%	45%	53%		53%	45%	49%		20%	42%	57%		100%	100%	100%		41%	41%	47%	
	(n=52)	(n=42)	(n=58)		(n=36)	(n=29)	(n=35)		(n=15)	(n=12)	(n=21)		(n=1)	(n=1)	(n=2)		(n=46)	(n=34)	(n=49)	
1996-97	58%	53%	51%		55%	49%	41%		67%	60%	75%		67%	100%	100%		57%	49%	48%	
	(n=62)	(n=49)	(n=47)		(n=47)	(n=33)	(n=34)		(n=12)	(n=15)	(n=12)		(n=3)	(n=1)	(n=1)		(n=53)	(n=43)	(n=42)	
Difference	+14	+8	-2		+2	+4	-8		+47	+18	+18		-33	0	0		+16	+8	+1	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 51: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Pillow Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	76% (n=49)	60% (n=62)	64% (n=55)		20% (n=5)	17% (n=6)	43% (n=14)		90% (n=10)	56% (n=18)	58% (n=12)		80% (n=30)	66% (n=35)	73% (n=26)		67% (n=18)	57% (n=28)	50% (n=22)	
1996-97	71% (n=56)	80% (n=49)	65% (n=57)		40% (n=5)	63% (n=8)	29% (n=7)		64% (n=11)	86% (n=14)	59% (n=22)		76% (n=33)	83% (n=23)	77% (n=26)		59% (n=17)	71% (n=21)	58% (n=26)	
Difference	-5	+20	+1		+20	+46	-14		-26	+30	+1		-4	+17	+4		-8	+14	+8	
Reading																				
1995-96	79% (n=47)	68% (n=65)	67% (n=57)		80% (n=5)	50% (n=6)	43% (n=14)		90% (n=10)	63% (n=19)	54% (n=13)		75% (n=28)	70% (n=37)	85% (n=27)		67% (n=18)	69% (n=29)	54% (n=24)	
1996-97	75% (n=56)	82% (n=49)	77% (n=57)		60% (n=5)	67% (n=9)	43% (n=7)		64% (n=11)	92% (n=13)	77% (n=22)		79% (n=33)	87% (n=23)	85% (n=26)		50% (n=16)	70% (n=20)	73% (n=26)	
Difference	-4	+14	+10		-20	+17	0		-26	+29	+23		+4	+17	0		-17	+1	+19	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 52: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Pleasant Hill Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	65% (n=74)	67% (n=58)	73% (n=52)		75% (n=4)	33% (n=3)	50% (n=6)		58% (n=40)	59% (n=34)	68% (n=28)		75% (n=28)	85% (n=20)	88% (n=16)		65% (n=48)	50% (n=28)	59% (n=27)	
1996-97	66% (n=55)	83% (n=64)	79% (n=56)		60% (n=5)	60% (n=5)	71% (n=7)		52% (n=29)	85% (n=33)	77% (n=34)		85% (n=20)	88% (n=24)	87% (n=15)		59% (n=32)	81% (n=37)	72% (n=32)	
Difference	+1	+16	+6		-15	+27	+21		-6	+26	+9		+10	+3	-1		-6	+31	+13	
Reading*																				
1995-96	65% (n=71)	86% (n=59)	83% (n=52)		75% (n=4)	67% (n=3)	67% (n=6)		62% (n=37)	86% (n=35)	79% (n=28)		68% (n=28)	90% (n=20)	94% (n=16)		57% (n=46)	79% (n=28)	74% (n=27)	
1996-97	63% (n=56)	84% (n=62)	75% (n=60)		60% (n=5)	80% (n=5)	38% (n=8)		57% (n=30)	84% (n=32)	76% (n=37)		70% (n=20)	87% (n=23)	93% (n=15)		53% (n=32)	81% (n=36)	66% (n=35)	
Difference	-2	-2	-8		-15	+13	-29		-5	-2	-3		+2	-3	-1		-4	+2	-8	
Writing*																				
1995-96		90% (n=62)				100% (n=3)				84% (n=38)				100% (n=20)				87% (n=30)		
1996-97		72% (n=57)				80% (n=5)				66% (n=29)				81% (n=21)				72% (n=32)		
Difference		-18				-20				-18				-19				-15		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 53: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Reilly Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	67% (n=27)	73% (n=30)	67% (n=27)		50% (n=6)	50% (n=4)	100% (n=4)		64% (n=14)	71% (n=17)	56% (n=9)		86% (n=7)	89% (n=9)	64% (n=14)		60% (n=15)	64% (n=14)	56% (n=18)	
1996-97	68% (n=28)	69% (n=29)	84% (n=31)		75% (n=4)	71% (n=7)	50% (n=2)		47% (n=15)	65% (n=20)	82% (n=17)		100% (n=8)	100% (n=2)	91% (n=11)		71% (n=17)	64% (n=22)	75% (n=20)	
Difference	+1	-4	+17		+25	+21	-50		-17	-6	+26		+14	+11	+27		+11	0	+19	
Reading																				
1995-96	82% (n=28)	73% (n=30)	62% (n=26)		50% (n=8)	75% (n=4)	75% (n=4)		100% (n=13)	65% (n=17)	67% (n=9)		86% (n=7)	89% (n=9)	54% (n=13)		80% (n=15)	57% (n=14)	65% (n=17)	
1996-97	74% (n=27)	80% (n=30)	75% (n=32)		50% (n=4)	86% (n=7)	0% (n=2)		64% (n=14)	76% (n=21)	78% (n=18)		100% (n=8)	100% (n=2)	91% (n=11)		75% (n=16)	77% (n=22)	67% (n=21)	
Difference	-8	+7	+13		0	+11	-75		-36	+11	+11		+14	+11	+37		-5	+20	+2	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 54: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Ridgetop Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	65% (n=20)	75% (n=12)	58% (n=12)		100% (n=3)	0% (n=2)	(n=0)		33% (n=9)	83% (n=6)	50% (n=8)		88% (n=8)	100% (n=4)	75% (n=4)		50% (n=12)	70% (n=10)	57% (n=7)	
1996-97	63% (n=8)	53% (n=15)	64% (n=14)		(n=0)	0% (n=1)	0% (n=3)		33% (n=3)	25% (n=8)	75% (n=8)		80% (n=5)	100% (n=6)	100% (n=3)		63% (n=8)	36% (n=11)	58% (n=12)	
Difference	-2	-22	+6			0			0	-58	+25		-8	0	+25		+13	-34	+1	
Reading																				
1995-96	85% (n=20)	67% (n=12)	50% (n=12)		100% (n=3)	50% (n=2)	(n=0)		67% (n=9)	50% (n=6)	38% (n=8)		100% (n=8)	100% (n=4)	75% (n=4)		75% (n=12)	60% (n=10)	29% (n=7)	
1996-97	75% (n=8)	87% (n=15)	71% (n=14)		(n=0)	0% (n=1)	67% (n=3)		33% (n=3)	88% (n=8)	63% (n=8)		100% (n=5)	100% (n=6)	100% (n=3)		75% (n=8)	82% (n=11)	67% (n=12)	
Difference	-10	+20	+21			-50			-34	+38	+25		0	0	+25		0	+22	+38	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 55: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Sanchez Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	73% (n=45)	40% (n=30)	64% (n=36)	57% (n=42)	(n=0)	(n=0)	(n=0)	0% (n=1)	72% (n=43)	41% (n=29)	65% (n=34)	59% (n=39)	100% (n=2)	0% (n=1)	50% (n=2)	50% (n=2)	73% (n=40)	35% (n=26)	63% (n=24)	56% (n=32)
1996-97	43% (n=37)	64% (n=39)	59% (n=27)	88% (n=41)	(n=0)	(n=0)	0% (n=1)	0% (n=1)	44% (n=36)	62% (n=37)	61% (n=23)	89% (n=37)	0% (n=1)	100% (n=2)	67% (n=3)	100% (n=3)	38% (n=29)	62% (n=34)	50% (n=20)	85% (n=27)
Difference	-30	+24	-5	+31				0	-28	+21	-4	+30	-100	+100	+17	+50	-35	+27	-13	+29
Reading																				
1995-96	71% (n=44)	38% (n=29)	67% (n=39)	71% (n=42)	(n=0)	(n=0)	(n=0)	0% (n=1)	71% (n=42)	36% (n=28)	64% (n=36)	74% (n=39)	50% (n=2)	100% (n=1)	100% (n=3)	50% (n=2)	69% (n=39)	28% (n=25)	67% (n=27)	66% (n=32)
1996-97	68% (n=38)	82% (n=39)	56% (n=27)	77% (n=39)	(n=0)	(n=0)	100% (n=1)	0% (n=1)	70% (n=37)	84% (n=37)	48% (n=23)	77% (n=35)	0% (n=1)	50% (n=2)	100% (n=3)	100% (n=3)	63% (n=30)	79% (n=34)	40% (n=20)	69% (n=26)
Difference	-3	+44	-11	+6				0	-1	+48	-16	+3	-50	-50	0	+50	-6	+51	-27	+3

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 56: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Sims Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	29% (n=34)	36% (n=22)	48% (n=23)		35% (n=26)	39% (n=18)	47% (n=17)		13% (n=8)	25% (n=4)	50% (n=6)		(n=0)	(n=0)	(n=0)		30% (n=33)	29% (n=17)	48% (n=21)	
1996-97	14% (n=22)	40% (n=30)	17% (n=23)		19% (n=16)	42% (n=24)	20% (n=15)		0% (n=6)	33% (n=6)	13% (n=8)		(n=0)	(n=0)	(n=0)		14% (n=21)	36% (n=28)	15% (n=20)	
Difference	-15	+4	-31		-16	+3	-27		-13	+8	-37						-16	+7	-33	
Reading*																				
1995-96	51% (n=35)	18% (n=22)	26% (n=23)		63% (n=27)	17% (n=18)	24% (n=17)		13% (n=8)	25% (n=4)	33% (n=6)		(n=0)	(n=0)	(n=0)		50% (n=34)	18% (n=17)	24% (n=21)	
1996-97	33% (n=21)	59% (n=29)	35% (n=23)		43% (n=14)	58% (n=24)	33% (n=15)		14% (n=7)	60% (n=5)	38% (n=8)		(n=0)	(n=0)	(n=0)		35% (n=20)	56% (n=27)	35% (n=20)	
Difference	-18	+41	+9		-20	+41	-9		+1	+35	+5						-15	+38	+11	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 57: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
St. Elmo Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	60% (n=42)	48% (n=31)	46% (n=41)		100% (n=1)	67% (n=3)	60% (n=5)		58% (n=26)	19% (n=16)	25% (n=24)		60% (n=15)	83% (n=12)	83% (n=12)		52% (n=23)	44% (n=18)	44% (n=27)	
1996-97	55% (n=33)	72% (n=47)	85% (n=34)		50% (n=2)	100% (n=1)	75% (n=4)		50% (n=24)	73% (n=33)	82% (n=22)		71% (n=7)	69% (n=13)	100% (n=8)		50% (n=24)	72% (n=29)	80% (n=25)	
Difference	-5	+24	+39		-50	+33	+15		-8	+54	+57		+11	-14	+17		-2	+28	+36	
Reading*																				
1995-96	61% (n=43)	81% (n=32)	71% (n=41)		100% (n=1)	100% (n=3)	80% (n=5)		56% (n=27)	65% (n=17)	54% (n=24)		67% (n=15)	100% (n=12)	100% (n=12)		48% (n=23)	74% (n=19)	74% (n=27)	
1996-97	67% (n=33)	75% (n=48)	86% (n=36)		50% (n=2)	100% (n=1)	75% (n=4)		67% (n=24)	77% (n=34)	83% (n=24)		71% (n=7)	69% (n=13)	100% (n=8)		67% (n=24)	76% (n=29)	82% (n=27)	
Difference	+6	-6	+15		-50	0	-5		+11	+12	+29		+4	-31	0		+19	+2	+8	
Writing*																				
1995-96		69% (n=36)				100% (n=3)				54% (n=20)				85% (n=13)				64% (n=23)		
1996-97		87% (n=46)				100% (n=1)				85% (n=33)				92% (n=12)				89% (n=27)		
Difference		+18				0				+31				+7				+25		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 58: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Summitt Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	85% (n=88)	93% (n=76)	94% (n=107)		63% (n=8)	80% (n=5)	77% (n=13)		71% (n=7)	80% (n=10)	86% (n=14)		90% (n=69)	97% (n=57)	97% (n=72)		88% (n=8)	88% (n=8)	86% (n=22)	
1996-97	82% (n=98)	95% (n=76)	97% (n=71)		30% (n=10)	67% (n=6)	80% (n=5)		60% (n=5)	100% (n=6)	100% (n=7)		89% (n=75)	97% (n=61)	100% (n=55)		33% (n=12)	89% (n=9)	83% (n=12)	
Difference	-3	+2	+3		-33	-13	+3		-11	+20	+14		-1	0	+3		-55	+1	-3	
Reading*																				
1995-96	89% (n=87)	95% (n=77)	91% (n=107)		75% (n=8)	100% (n=5)	83% (n=12)		80% (n=5)	100% (n=10)	80% (n=15)		91% (n=70)	93% (n=58)	96% (n=72)		88% (n=8)	88% (n=8)	81% (n=21)	
1996-97	84% (n=97)	95% (n=75)	90% (n=70)		50% (n=10)	67% (n=6)	40% (n=5)		80% (n=5)	67% (n=6)	100% (n=7)		88% (n=74)	100% (n=60)	94% (n=54)		50% (n=12)	89% (n=9)	64% (n=11)	
Difference	-5	0	-1		-25	-33	-43		0	-33	+20		-3	+7	-2		-38	+1	-17	
Writing*																				
1995-96		100% (n=74)				100% (n=5)				100% (n=10)				100% (n=55)				100% (n=8)		
1996-97		96% (n=75)				86% (n=7)				100% (n=5)				97% (n=59)				88% (n=8)		
Difference		-4				-14				0				-3				-12		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 59: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Sunset Valley Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	64% (n=52)	77% (n=61)	64% (n=75)		0% (n=2)	0% (n=2)	13% (n=8)		60% (n=20)	73% (n=15)	57% (n=23)		70% (n=30)	81% (n=43)	77% (n=43)		38% (n=24)	64% (n=14)	47% (n=19)	
1996-97	82% (n=67)	86% (n=50)	83% (n=64)		67% (n=3)	100% (n=1)	25% (n=4)		70% (n=23)	82% (n=22)	75% (n=16)		90% (n=41)	89% (n=27)	91% (n=43)		73% (n=22)	75% (n=20)	60% (n=15)	
Difference	+18	+9	+19		+67	+100	+12		+10	+9	+18		+20	+8	+14		+35	+11	+13	
Reading																				
1995-96	88% (n=51)	75% (n=61)	77% (n=74)		50% (n=2	0% (n=2)	38% (n=8)		84% (n=19)	56% (n=16)	74% (n=23)		93% (n=30)	86% (n=42)	86% (n=42)		74% (n=23)	47% (n=15)	47% (n=19)	
1996-97	80% (n=69)	79% (n=48)	98% (n=62)		67% (n=3)	100% (n=1)	75% (n=4)		71% (n=24)	82% (n=22)	100% (n=15)		86% (n=42)	76% (n=25)	100% (n=42)		57% (n=23)	63% (n=19)	93% (n=14)	
Difference	-8	+4	+21		+17	+100	+37		-13	+26	+26		-7	-10	+14		-17	+16	+46	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 60: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Travis Heights Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	52% (n=84)	67% (n=69)	75% (n=57)		25% (n=4)	40% (n=5)	60% (n=5)		26% (n=35)	56% (n=34)	70% (n=27)		75% (n=44)	83% (n=29)	84% (n=25)		35% (n=40)	59% (n=32)	57% (n=28)	
1996-97	61% (n=81)	58% (n=84)	77% (n=73)		67% (n=6)	29% (n=7)	40% (n=5)		44% (n=41)	39% (n=33)	72% (n=39)		79% (n=34)	79% (n=43)	89% (n=27)		44% (n=43)	35% (n=40)	68% (n=38)	
Difference	+9	-9	+2		+42	-11	-20		+18	-17	+2		+4	-4	+5		+9	-24	+11	
Reading																				
1995-96	67% (n=85)	78% (n=73)	72% (n=60)		75% (n=4)	67% (n=6)	40% (n=5)		54% (n=37)	67% (n=36)	60% (n=30)		77% (n=43)	93% (n=30)	92% (n=25)		52% (n=42)	63% (n=35)	58% (n=31)	
1996-97	68% (n=82)	69% (n=84)	82% (n=72)		50% (n=6)	29% (n=7)	60% (n=5)		59% (n=41)	49% (n=33)	74% (n=39)		83% (n=35)	91% (n=43)	96% (n=26)		56% (n=45)	53% (n=40)	72% (n=39)	
Difference	+1	-9	+10		-25	-38	+20		+5	-18	+14		+6	-2	+4		+4	-10	+14	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 61: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Walnut Creek Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	78% (n=58)	64% (n=56)	72% (n=72)		72% (n=25)	44% (n=9)	53% (n=17)		71% (n=14)	64% (n=25)	74% (n=27)		86% (n=14)	82% (n=11)	82% (n=17)		79% (n=43)	60% (n=40)	73% (n=55)	
1996-97	80% (n=74)	84% (n=61)	84% (n=51)		43% (n=14)	74% (n=27)	70% (n=10)		81% (n=31)	86% (n=14)	82% (n=22)		100% (n=18)	92% (n=13)	100% (n=7)		76% (n=59)	80% (n=45)	82% (n=38)	
Difference	+2	+20	+12		-29	+30	+17		+10	+22	+8		+14	+10	+18		-3	+20	+9	
Reading																				
1995-96	79% (n=56)	63% (n=57)	78% (n=71)		72% (n=25)	44% (n=9)	71% (n=17)		92% (n=12)	50% (n=24)	69% (n=26)		79% (n=14)	83% (n=12)	94% (n=17)		79% (n=42)	59% (n=41)	78% (n=54)	
1996-97	77% (n=73)	79% (n=61)	62% (n=50)		64% (n=14)	70% (n=27)	60% (n=10)		68% (n=31)	86% (n=14)	55% (n=22)		89% (n=18)	92% (n=13)	71% (n=7)		73% (n=59)	71% (n=45)	61% (n=38)	
Difference	-2	+16	-16		-8	+26	-11		-24	+36	-14		+10	+9	-23		-6	+12	-17	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 62: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Widen Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	64% (n=90)	53% (n=76)	63% (n=110)		56% (n=27)	32% (n=19)	39% (n=26)		67% (n=49)	58% (n=48)	68% (n=68)		69% (n=13)	67% (n=9)	81% (n=16)		65% (n=57)	47% (n=57)	56% (n=88)	
1996-97	70% (n=89)	83% (n=96)	63% (n=90)		58% (n=19)	82% (n=22)	53% (n=19)		68% (n=56)	81% (n=62)	62% (n=61)		93% (n=14)	100% (n=11)	100% (n=6)		68% (n=71)	82% (n=85)	61% (n=74)	
Difference	+6	+30	0		+2	+50	+14		+1	+23	-6		+24	+33	+19		+3	+35	+5	
Reading*																				
1995-96	67% (n=85)	65% (n=68)	60% (n=112)		50% (n=26)	61% (n=18)	56% (n=27)		73% (n=45)	61% (n=41)	57% (n=69)		77% (n=13)	89% (n=9)	81% (n=16)		67% (n=54)	57% (n=51)	57% (n=90)	
1996-97	64% (n=87)	81% (n=96)	71% (n=85)		55% (n=20)	64% (n=22)	79% (n=19)		62% (n=53)	84% (n=62)	65% (n=60)		86% (n=14)	100% (n=11)	100% (n=6)		59% (n=71)	80% (n=85)	69% (n=73)	
Difference	-3	+16	+11		+5	+3	+23		-11	+23	+8		+9	+11	+19		-8	+23	+12	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 63: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Williams Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	72% (n=109)	57% (n=92)	66% (n=117)		55% (n=11)	57% (n=7)	43% (n=7)		58% (n=45)	59% (n=34)	54% (n=43)		86% (n=51)	57% (n=47)	76% (n=62)		52% (n=23)	32% (n=22)	48% (n=29)	
1996-97	78% (n=128)	75% (n=102)	87% (n=101)		38% (n=8)	69% (n=13)	63% (n=8)		78% (n=46)	69% (n=42)	90% (n=38)		81% (n=68)	80% (n=46)	88% (n=51)		63% (n=35)	54% (n=26)	89% (n=27)	
Difference	+6	+18	+21		-17	+12	+20		+20	+10	+36		-5	+23	+12		+11	+22	+41	
Reading*																				
1995-96	88% (n=108)	70% (n=94)	76% (n=116)		82% (n=11)	43% (n=7)	43% (n=7)		84% (n=44)	66% (n=35)	69% (n=42)		92% (n=51)	79% (n=48)	84% (n=62)		83% (n=23)	55% (n=22)	60% (n=30)	
1996-97	86% (n=125)	83% (n=102)	82% (n=99)		100% (n=7)	92% (n=13)	63% (n=8)		82% (n=45)	74% (n=42)	74% (n=35)		87% (n=67)	89% (n=46)	90% (n=52)		82% (n=34)	77% (n=26)	80% (n=25)	
Difference	-2	+13	+6		+18	+49	+20		-2	+8	+5		-5	+10	+6		-1	+22	+20	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 64: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Winn Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	69% (n=62)	64% (n=58)	58% (n=74)		63% (n=49)	59% (n=41)	53% (n=60)		92% (n=12)	77% (n=13)	77% (n=13)		100% (n=1)	67% (n=3)	100% (n=1)		68% (n=53)	61% (n=49)	56% (n=61)	
1996-97	63% (n=48)	68% (n=60)	71% (n=56)		59% (n=39)	58% (n=43)	67% (n=42)		71% (n=7)	94% (n=16)	85% (n=13)		100% (n=2)	100% (n=1)	100% (n=1)		58% (n=40)	63% (n=49)	71% (n=48)	
Difference	-6	+4	+13		-4	-1	+14		-21	+17	+8		0	+33	0		-10	+2	+15	
Reading*																				
1995-96	64% (n=63)	71% (n=58)	56% (n=75)		60% (n=50)	71% (n=41)	53% (n=61)		75% (n=12)	69% (n=13)	69% (n=13)		100% (n=1)	67% (n=3)	100% (n=1)		60% (n=53)	67% (n=49)	57% (n=62)	
1996-97	65% (n=49)	67% (n=61)	70% (n=54)		62% (n=39)	64% (n=44)	73% (n=40)		75% (n=8)	75% (n=16)	62% (n=13)		100% (n=2)	100% (n=1)	100% (n=1)		63% (n=41)	61% (n=49)	67% (n=46)	
Difference	+1	-4	+14		+2	-7	+20		0	+6	-7		0	+33	0		+3	-6	+10	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 65: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Wooldridge Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	69% (n=86)	77% (n=73)	70% (n=89)		50% (n=22)	70% (n=23)	47% (n=19)		67% (n=36)	71% (n=31)	62% (n=39)		88% (n=24)	94% (n=16)	93% (n=27)		62% (n=66)	78% (n=55)	66% (n=68)	
1996-97	63% (n=93)	69% (n=72)	75% (n=76)		44% (n=32)	61% (n=23)	58% (n=24)		71% (n=31)	65% (n=26)	78% (n=36)		73% (n=26)	79% (n=19)	92% (n=13)		57% (n=75)	69% (n=51)	75% (n=60)	
Difference	-6	-8	+5		-6	-9	+11		+4	-6	+16		-15	-15	-1		-5	-9	+9	
Reading*																				
1995-96	64% (n=84)	82% (n=72)	72% (n=90)		52% (n=23)	73% (n=22)	55% (n=20)		65% (n=34)	77% (n=31)	62% (n=39)		78% (n=23)	100% (n=16)	96% (n=27)		63% (n=65)	83% (n=54)	68% (n=69)	
1996-97	53% (n=89)	72% (n=72)	75% (n=75)		41% (n=32)	46% (n=22)	79% (n=24)		53% (n=28)	85% (n=26)	62% (n=37)		64% (n=25)	80% (n=20)	100% (n=13)		46% (n=72)	69% (n=51)	70% (n=59)	
Difference	-11	-10	+3		-11	-27	+24		-12	+8	0		-14	-20	+4		-17	-14	+2	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 66: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Wooten Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	51% (n=61)	75% (n=57)	52% (n=42)		0% (n=3)	63% (n=8)	83% (n=6)		61% (n=33)	59% (n=27)	32% (n=25)		39% (n=23)	100% (n=22)	82% (n=11)		49% (n=47)	71% (n=42)	48% (n=31)	
1996-97	58% (n=60)	86% (n=55)	68% (n=56)		44% (n=9)	67% (n=3)	80% (n=10)		63% (n=24)	82% (n=33)	46% (n=28)		58% (n=26)	94% (n=17)	94% (n=17)		50% (n=46)	83% (n=41)	59% (n=41)	
Difference	+7	+11	+16		+44	+4	-3		+2	+23	+14		+19	-6	+12		+1	+12	+11	
Reading*																				
1995-96	59% (n=61)	70% (n=56)	61% (n=43)		0% (n=3)	88% (n=8)	83% (n=6)		58% (n=33)	46% (n=26)	40% (n=25)		65% (n=23)	91% (n=22)	92% (n=12)		53% (n=47)	61% (n=41)	53% (n=32)	
1996-97	82% (n=60)	80% (n=55)	63% (n=56)		89% (n=9)	67% (n=3)	60% (n=10)		79% (n=24)	73% (n=33)	43% (n=28)		81% (n=26)	94% (n=17)	94% (n=17)		80% (n=46)	78% (n=41)	54% (n=41)	
Difference	+23	+10	+2		+89	-21	-23		+21	+27	+3		+16	+3	+2		+27	+17	+1	

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

Table 67: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Zavala Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math																				
1995-96	78% (n=40)	65% (n=31)	84% (n=25)	88% (n=16)	100% (n=4)	100% (n=3)	67% (n=3)	100% (n=2)	75% (n=36)	61% (n=28)	86% (n=21)	85% (n=13)	(n=0)	(n=0)	100% (n=1)	100% (n=1)	75% (n=36)	65% (n=26)	83% (n=23)	86% (n=14)
1996-97	81% (n=31)	80% (n=40)	82% (n=33)	94% (n=18)	100% (n=3)	80% (n=5)	83% (n=6)	100% (n=2)	79% (n=28)	80% (n=35)	82% (n=27)	93% (n=15)	(n=0)	(n=0)	(n=0)	100% (n=1)	85% (n=27)	80% (n=35)	79% (n=28)	94% (n=16)
Difference	+3	+15	-2	+6	0	-20	+16	0	+4	+19	-4	+8				0	+10	+15	-4	+8
Reading*																				
1995-96	85% (n=39)	65% (n=31)	96% (n=25)	81% (n=16)	100% (n=4)	33% (n=3)	100% (n=3)	100% (n=2)	83% (n=35)	68% (n=28)	95% (n=21)	77% (n=13)	(n=0)	(n=0)	100% (n=1)	100% (n=1)	86% (n=36)	58% (n=26)	96% (n=23)	79% (n=14)
1996-97	90% (n=31)	74% (n=39)	85% (n=33)	94% (n=18)	100% (n=3)	80% (n=5)	83% (n=6)	100% (n=2)	89% (n=28)	74% (n=34)	85% (n=27)	93% (n=15)	(n=0)	(n=0)	(n=0)	100% (n=1)	89% (n=27)	74% (n=34)	82% (n=28)	94% (n=16)
Difference	+5	+9	-11	+13	0	+47	-17	0	+6	+6	-10	+16				0	+3	+16	-14	+15

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's ExceL Program.

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Table 68: TAAS Pass Rates for 1995-96 and 1996-97 with Differences, by Subject Area, Grade Level, and Student Group
Zilker Elementary

Subject Area	All Students				African American				Hispanic				White/ Other				Low Income			
Grade Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6
Math*																				
1995-96	64% (n=55)	82% (n=50)	84% (n=43)	84% (n=51)	0% (n=3)	100% (n=2)	100% (n=2)	100% (n=1)	42% (n=12)	55% (n=11)	73% (n=15)	65% (n=17)	74% (n=39)	89% (n=36)	89% (n=26)	94% (n=32)	40% (n=20)	63% (n=16)	73% (n=15)	63% (n=16)
1996-97	87% (n=39)	82% (n=44)	82% (n=50)	86% (n=43)	(n=0)	50% (n=2)	100% (n=1)	(n=0)	85% (n=13)	73% (n=11)	50% (n=16)	73% (n=15)	89% (n=26)	87% (n=30)	97% (n=33)	93% (n=28)	79% (n=14)	67% (n=15)	56% (n=18)	75% (n=16)
Difference	+23	0	-2	+2		-50	0		+43	+18	-23	+8	+15	-2	+8	-1	+39	+4	-17	+12
Reading*																				
1995-96	71% (n=56)	81% (n=52)	91% (n=43)	88% (n=51)	33% (n=3)	50% (n=2)	100% (n=2)	100% (n=1)	54% (n=13)	62% (n=13)	80% (n=15)	77% (n=17)	80% (n=39)	89% (n=36)	96% (n=26)	94% (n=32)	55% (n=22)	56% (n=18)	80% (n=15)	75% (n=16)
1996-97	87% (n=39)	88% (n=41)	82% (n=51)	87% (n=45)	(n=0)	100% (n=2)	100% (n=1)	(n=0)	92% (n=13)	89% (n=9)	50% (n=16)	73% (n=15)	85% (n=26)	86% (n=29)	97% (n=34)	93% (n=30)	77% (n=13)	71% (n=14)	53% (n=19)	77% (n=17)
Difference	+16	+7	-9	-1		+50			+38	+27	-30	-4	+5	-3	+1	-1	+22	+15	-27	+2
Writing*																				
1995-96		73% (n=52)				50% (n=2)				50% (n=14)				83% (n=35)				56% (n=18)		
1996-97		91% (n=46)				50% (n=2)				83% (n=12)				97% (n=31)				75% (n=16)		
Difference		+18				0				+33				+14				+19		

Source: NCS 1996 & 97 Spring (May and June) TAAS Tapes
*This Subject Area is a stated focus of the school's Excel Program.

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